

St. Thomas of Canterbury RC Primary School



Behaviour Management Policy

Reasonable Adjustments for children with SEND 2022-2023

Positive Environments where children can flourish- Ofsted. Update Jan 2023

1. Mission Statement

We are a Catholic family and welcome all into our vibrant community. We strive to make Jesus the centre of our lives. Each person is unique and we seek to inspire each other towards knowledge and joy as children of God. We nurture everyone to reach their full potential.

Together with God we reach for the stars. (children's version)

1.1 Aims

At St. Thomas of Canterbury RC Primary School, our mission statement sets out our aims to ensure that relationships within the school are positive and that we provide a happy caring and secure school environment. In fulfilment of these aims, we wish to encourage in each child, a love of God, of the world and to develop self-respect and respect for others. We recognise that all children need guidance on how to behave. A clear code of conduct is established, which is understood and supported by children, parents, staff and governors.

1.1.1 In order to fulfil this policy all staff will be guided by the following principles:

- To expect high standards of behaviour at all times.
- To be firm, fair and consistent with an awareness of circumstances where appropriate.
- To encourage positive self-esteem through praise to build confidence.
- To set a good example and provide a positive role model in a happy and secure environment.
- To give the children opportunities to be responsible for themselves and others.
- To allow all children to complete assigned work.

At St Thomas of Canterbury, we believe in the fundamental British Values of

1. Democracy

2. The Rule of Law

3. Individual Liberty

4. Mutual Respect for and tolerance of those with different faiths and beliefs and for those without faith.

At St Thomas of Canterbury, we undertake to both actively promote British Values and ensure that British Values are not undermined within our school.

1.2 The School Rules

At all times we follow four golden rules:

1. Be **gentle** and **kind** to each other
2. Be **honest** and tell the truth
3. **Listen** to adults and each other
4. **Care** for our properties

We keep these five words in mind at all times and remember that Jesus loves us and guides us from the heart.

1.3 Rewards:

Teachers will reward children's self esteem and good behaviour in a variety of ways. These include:

- Individual praise and encouragement
- Appropriate written comments on a child's work
- Awarding of certificates, stickers, star pupils, house points etc.
- Work shown to members of SLT.
- Head teacher's award
- Public commendations for good behaviour and work in class and assembly
- Positive communication with parents to share success
- Recognition of public successes in the community
- Sharing times of praise with parents
- Reward time.

Rewards will never be taken away from a child.

The current class reward system appears in Appendix 1. **This behaviour ladder may be adapted or removed for some children with SEND.**

1.4 Sanctions:

We believe that a child should normally take on a positive role in the school. If however the child does not respond, there are a series of sanctions that can be used. An effective sanction is one that most often stops or discourages careless/poor work or behaviour. **Class teachers adapt sanctions depending on the child's SEND needs.**

1.4.1 Each teacher should set up their own class rules (informed by the four golden rules) with the children, so that everyone takes ownership of the rules. Class rules are to be revisited every term. The children should be aware of the consequences of breaking ownership of those rules. We recognise the importance of discussing the child's behaviour with the child and if appropriate setting future targets for the child. **Social stories may be used with SEND children to consolidate the class rules and the high expectations.**

The current classroom sanctions appear in Appendix 2. **This behaviour ladder may be adapted or removed for some children with SEND.**

1.4.2 At all times, parents should be kept informed if there has been a problem in class or on the playground either by the class teacher, SLT member or Assistant Head, depending on the severity of the misdemeanour. **Parents may be phoned. Communication books may be used. Meetings with parents may be organised. A behaviour report card may be used.**

If a child continues to make the wrong choices, the child will be sent to the Headteacher. This could result in:

- The child being placed on 'in-school exclusion'. **This strategy may be adapted for some children with SEND. A child may be removed from the situation to another area within the school.**
- The child is moved to a different class for a fixed period of time. **This strategy might not be employed with SEND children.**
- The child is excluded from school and the LEA informed. **This will be as a last resort.**

One of the above sanctions may be employed, after one referral at the discretion of the Head teacher.

An individual Behaviour Plan may be written, if a child continues to make wrong choices. Parents will be invited into school to discuss the Behaviour Plan and give consent to it being used.

1.4.3 The level at which a teacher should sanction the pupils depends on the seriousness of the child's actions and the **level of SEND if appropriate**. In cases of serious misdemeanours, a child would be sent straight to the Head teacher/Assistant Head teacher i.e. aggressive behaviour, bullying and theft.

Serious misdemeanours will be logged on CPOMS. School will try to identify triggers and patterns. Each time an incident is logged, parents will be informed. Outside agencies such as CAMHS, the PIT team, the ACE team, may be contacted for support. Staff may also receive TEAM TEACH training should the need arise. As a last resort, it may be necessary to employ the protocol listed in paragraph 1.5.2. **If all reasonable adjustments have been made, and a child is hurting themselves or others, with no sign of the behaviours reducing in frequency or severity, then the only options left are to follow the school's behaviour policy- i.e. the child being excluded from school and the LA informed.**

The sanctions may also be applied under circumstances when children are outside school and not in the school day. These circumstances will include the following:

Teachers may discipline pupils for:

1.4.4 misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

1.4.5 or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

1.5 Bullying

If it is suspected that any child is causing distress to any other children through bullying, the school will investigate and the more severe sanctions will be applied. Parents will always be informed in these instances.

1.6 The Use of Exclusion:

A decision to exclude a child for a fixed period or permanently should be taken only:

- in response to serious breaches of a school's discipline policy. **For children with SEND, an allowance will be made for a first incident, or if there are extenuating circumstances (e.g if a child's routine has been significantly disrupted.)**
- once a range of alternative strategies has been tried and failed these strategies will have already been shared with parents and where appropriate other agencies.
- if allowing the pupil to remain in class would seriously harm the education and welfare of the pupil or others in the school.
- If there is a situation where breaches of the school's behaviour policy have arisen, parents should be informed, **Parents should be informed if school feel that a child is at risk of exclusion.** **Where appropriate, other agencies should be informed that there is a risk of a child with SEND, being excluded from school.**

Only the Head teacher can exclude a child from the school. In the Head teacher's absence, authority is delegated to one of the assistant heads.

Before the decision is made the Head teacher takes the following steps:

- Consider all relevant facts. Consider if the incident(s) are a one off, have gained in frequency or severity, show little signs of abating. This should not be a rash decision. It should be a last resort.
- Allows the child to give his/her version of the facts. **For children with SEND allow any medium for the child to give their views.**
- Speak to any witnesses individually.

The Head teacher will in turn inform the Chair of Governors and the Welfare, Parents and Pupils Committee of their decision. The Head teacher will inform the parents by phone of the decision, and confirm the decision in writing within 24 hours. The LA will also be informed using the appropriate paperwork.

Parents do have the right to appeal against the decision to exclude the child if the child is excluded for more than five days. Parents should contact the school to ask to speak to the Chair of Governors.

1.7 Preventative Strategies Employed by the School:

- I. Each class will decide their own class rules agreed in consultation with the class teacher. All class members, children and adults are aware of the school rules and these are enforced at all times. **Ensure SEND children understand the class rules.**
- II. A whole school programme of PSHE, which can include focussing on relationships and caring for one another. These will run throughout the school. These lessons will be differentiated according to age and **need.**
- III. By enhancing the playground environment; establishing designated playing areas with a variety of games for the children to take part in.
- IV. **Social stories and social games may be used as preventative strategies, especially for children who have SEND. Where possible, if there is to be a change of routine and a child with SEND is sensitive to changes, the child should be given the opportunity to know about the changes before they happen.**
- V. The curriculum will be delivered in a safe and healthy manner and every effort will be taken to identify risks associated with in classrooms. It is acknowledged that at certain times and with certain individuals- they can be regarded as being a flight risk. At these times, it may be necessary to teach the children whilst in a secure environment. Secure environments at STOC include, the EYFS with high door handles, the Acorn Classroom with a lockable door and the use of a seclusion room. We acknowledge the use of secure classroom areas constitutes a deprivation of liberty and is therefore illegal other than for the most extreme of circumstances. Therefore, we must be absolutely confident when using secure classrooms that there is no alternative and that our actions would withstand the most intense scrutiny in law. Governmental guidance is available such as the 'Use of Reasonable Force' and the 'Deprivation of Liberty Safeguards' (DOLS) and it is around this framework of information that the protocol and procedures outlined below is based.
- VI. The following guidance represents our school's policy in this area and must be adhered to at all times. The use of locking the door to the Acorn Classroom will be monitored and only used at times when it is deemed appropriate to keep a child safe; to safe guard them from absconding. Restricting a pupil's liberty in this way will be time limited and evaluated frequently by SENCO's and SLT.

1.8 Management

The class teacher is responsible for the behaviour management in the classroom. If a child is causing concerns with their behaviour, they can refer the child to the Key Stage leader, the Assistant Head teacher with responsibility for behaviour management or ultimately the Head teacher. In some cases, it may be necessary to involve outside agencies to work with the school, parents and the child. **The class teacher may refer a child with SEND who is causing concern to the SENCo. A behaviour plan may be written and shared with parents- see below. The behaviour may be monitored by the use of a behaviour report card. The report card last for two weeks. At the end of two weeks, the behaviour is monitored by the class teacher or SENCo.**

2. Children with Behaviour Difficulties:

It is recognised that some children do have behaviour difficulties and need very specific guidance and management of their behaviour. These will be discussed with parents.

Understanding complex and challenging behaviour

Human behaviour is an infinitely complex and enigmatic phenomenon. Understanding behaviour is fraught with problems, contradictions, and dilemmas. It is crucial in the development of supportive behaviour strategies. At St Thomas of Canterbury, we believe that all voluntary behaviour relates to having needs met, that it is functional and serves an identifiable purpose. Some of our students display challenging behaviour as a response to the complex pattern of needs their learning difficulties cause. These problems may be compounded by additional difficulties including mental health problems, social deprivation and complex medical conditions requiring strategies which are informed by an extensive understanding of challenging behaviour.

Supportive and Functional Environments

The impact of the environment on a student's behaviour is a major consideration in the planning of practice. In order to develop positive and appropriate behaviour, the environment must be both supportive and functional. A supportive environment relates to the attitudes and actions of the people in the environment. A functional environment relates

to the suitability of an environment in meeting a person's need. Responsibility for the environment rests with every member of the school team and the right to work in a supportive and functional environment is recognised for staff and students alike.

Behaviour Support Plan (BSP)

As mentioned above at 1.4.2. a BSP may be introduced for a student if there is an awareness of behaviour which is likely to endanger the student, their peers or colleagues working with the student, a prolonged period of disturbed or challenging behaviour, persistent concerns related to a student's well being or health.

BSPs may be written by the student's class teacher or SENCOs and must be shared with the student's parents or carers and approved by the SLT. It is considered good practice that everybody working with the student will have been consulted during the design of the plan.

The procedure for introducing a BSP is as follows

1. following discussions with class teacher and SENCO, a BSP to be developed
2. an individual is appointed to produce the BSP- usually SENCO
3. the appointed person consults with regard to addressing this behaviour
4. the BSP is drafted and presented to the class teacher
5. the BSP is presented to parents and carers for their comments
6. the BSP is approved by the SLT
7. after a prescribed time, usually 2 weeks, the plan is reviewed and evaluated
9. the plan is suspended or renewed by the SENCOs

The Anxiety Curve/5 Point Scale may be used to manage times of upset and pre-empt any situations arising. See Appendix 3

2.1 Pupils who make malicious accusations against staff

When a child has been found to make malicious accusations against staff the following procedures can take place:

- Removal from the class, if the accusations were against the adult in the classroom and moved to be educated in another class.

- A managed move to another school
- Permanent exclusion

2.2 Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

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

Generally, any property will be returned to a parent unless it is illegal to be in possession of.

2.2.2. Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause
- personal injury or damage to property; and
- any item banned by the school rules, which has been identified in the rules as an item , which may be searched for, for example a mobile phone.

2.3 Reasonable Force

Reasonable force can be used in certain circumstances eg. it could be used for adults to physically separate pupils found fighting or if a pupil refuses to leave a room when instructed to do so, they will be physically removed. **It is acknowledged that adults will make reasonable adjustments for disabled children and children with special educational needs (SEND). Some staff may be trained to use TEAM teach techniques.**

Restrictive Physical Interventions (RPIs)

At times, intervention may involve needing to physically restrain a student. Physical restraint is only permissible where:

- there is a clear and immediate threat of harm to people
- there is a clear and immediate threat of significant damage to the environment. Again such intervention should be planned, co-ordinated and recognised as an intervention approved by TEAM training.

2.3.1 If reasonable force is used on a child, the adult who has administered the action or a member of the senior leadership team should inform the parent as to the action carried out and the reason behind it. If the child has SEND, an **ABC chart** is to be used, to better understand what the **behaviour** is communicating. The 'A' refers to the antecedent or the event that occurred before the **behaviour** was exhibited. The ABC chart will help support the minimising of the same incident reoccurring.

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

All complaints about the use of force should 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 defence to any criminal prosecution or other civil or public law action.

2.3.3 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.

3. Parental behaviour

It is reasonable to expect parents and other adults to adhere to our behavioural policy as well as children. Any aggressive or threatening behaviour, either verbal or physical by adults to members of staff will be taken very seriously. Any incidents will be logged on the parent behavioural log and either the Head teacher or Assistant Head teacher with responsibility for behaviour will talk to the parent.

3.1. If it is deemed that their behaviour warrants it, the school can apply to the Local Authority for a banning order from the premises. Other sanctions include, not being allowed to talk to the teacher on a one-to-one situation and communication only after an appointment is made. In extreme circumstances the police will be called.

3.2 It is expected that parents or other adults will follow the examples set by teachers at sporting events. Any parents exhibiting aggressive or abusive behaviour will be banned from any further sporting events. It may also be decided that parents banned from other sporting events (including those not involving the school) will be also banned from school events.

This policy is in line with schools legal duties under the Equality Act 2010 in respect to safeguarding and with respect to pupils with SEND.

Appendix 1:

Rewards **This behaviour ladder maybe adapted or removed for some children with SEND**

1. A positive remark
2. House Points
3. Teachers Reward, e.g prize, stickers
4. Praise note home
5. Special time or extra golden time
6. Visit another member of staff

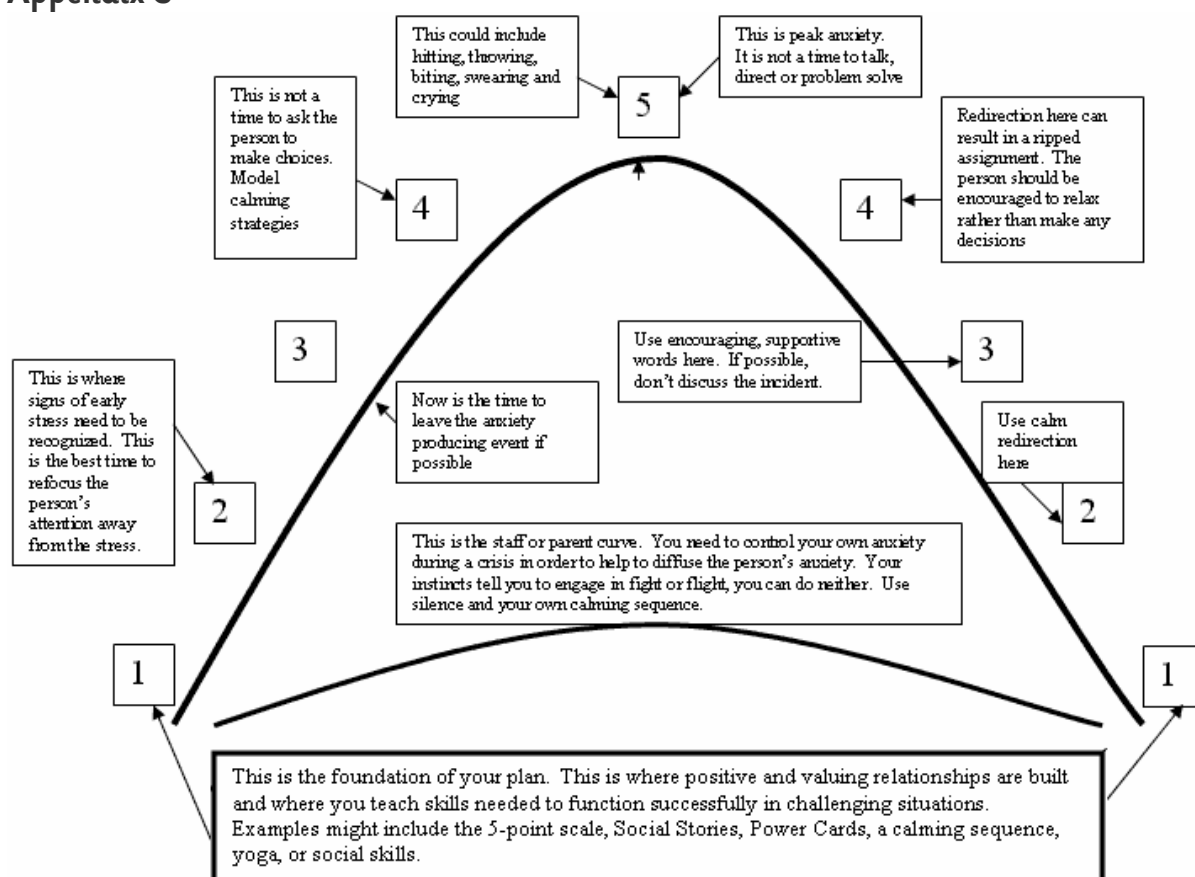
Appendix 2.

Sanctions **This behaviour ladder maybe adapted or removed for some children with SEND**

1. Verbal Warning
2. Time out within the classroom
3. Time out in another class
4. Referral to Key Stage leader
5. Referral To Headteacher/Assistant headteacher
6. Parents contacted to discuss further sanctions

If a child reaches sanction 3, they will be logged on our behaviour tracking system.

Appendix 3



Appendix 4.

Bibliography

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