

Behaviour for Learning Policy 2021-2022



St Gerard's Catholic Primary School

"Guided by God, St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve."



SAFEGUARDING STATEMENT



“St Gerard’s Catholic Primary and Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.

Legislative Context

Sections 89 - 90,94 of the Education and Inspections Act 2006

Equality Act 2010

Schools (Specification and disposal of Articles) Regulations 2012

Coronavirus Act 2020

**** Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff - **Please read the ADDENDUM at the end of the policy****

Guidance

- Behaviour and Discipline in schools. Advice for Head teachers and school staff.
- School Operational Guidance - DfE
- January 2016 and associated guides.

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Please note additional information is provided in Annex A to reflect the particular context of the Coronavirus (Covid19) Act 2020

Annex A/ADDENDUM refers to the specific DfE guidance to ensure the safety and well-being of all pupils, parents, carers and members of staff.

Every reasonable effort will be made to support children with complex needs, however the overriding health and safety of all members of the school community remains paramount.

Rationale

St Gerard's Catholic Primary and Nursery School fosters a truly Christian community which works together to facilitate the growth of the whole person, and empowers each individual to experience how the school lives out its mission statement; "Guided by God St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve."

We believe that children strive to reach high standards of behaviour and that every member of St. Gerard's has the right to feel safe and respected within the School environment. Low expectations elicit low standards of behaviour. Therefore, we endeavour to maintain high expectations through a consistent and positive Behaviour for Learning Policy.

School discipline is regarded as a system of relationships, expectations (practices and procedures), rewards and sanctions designed to promote respect, self-control and co-operation, and develop individuals who are responsible and actively living our chosen values in all aspects of everyday life.

To be read with linked Documents

- Teaching & Learning Policy
- Confidentiality & Data Protection
- Health & Safety Policy

- Inclusion Policy
- Designated Teacher for LAC Policy
- Positive Handling Policy
- Child Protection & Safeguarding Policy
- Remote Learning Policy
- E Safety Policy
- Computing Policy
- Home School Agreement – Autumn 2021 **(See Attached)**

Principles

The school community promotes values including honesty, fairness, tolerance and respect for truth and justice, within a caring and nurturing environment;

- All members of the school community have a right to respect and dignity; e.g. to be addressed by their name, to be listened to, and to be treated as a unique human being.
- All members of the school community have a right to learn, have access to resources and provision which are appropriate for the individual needs.
- All members of the school community should be given the opportunity to be listened to, express their views and opinions by whatever means possible.
- "The knowledge and skills of staff are the single most important factor in promoting good behaviour." Steer Report, 2005:19, 'Learning Behaviour'.

Teachers have power to discipline pupils for mis-behaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants. Section 89 of the Education and Inspections Act 2006

Purposes

St. Gerard's Catholic Primary and Nursery School expects pupils and staff:

- To behave in a manner that reflects the principles of the Policy in ways that support everyone's right to teach and learn, be safe and be treated with respect in school;
- To confirm that a well ordered community, which combines an atmosphere of care, security and respect within defined boundaries of behaviour, lies at the heart of an effective school;
- To establish that the management of behaviour is the responsibility of everyone in the school and there is a consistency of approach;
- To acknowledge that the behaviour of each individual has an effect on the behaviour of others;
- To assist children to take personal responsibility for their actions and to exhibit self-control and self-awareness;
- To appreciate that every child is entitled to a classroom where he/she can work unimpeded by the behaviour of others;
- To ensure that children complete assigned work to the best of their ability;
- To promote good (acceptable, pleasant, polite, sociable, reasonable) behaviour;
- To ensure that standards are consistent and that rewards and repercussions or consequences are fairly applied;
- To recognise that parents/carers (those with parental responsibility) are central in the school community, being natural and irreplaceable agents in the education of their children;

- To accept that the context of some children's lives is not settled nor secure, and that the school may be a sanctuary;
- To work in positive partnership with parents/carers, governors, support agencies and the wider community.

Definitions

There are pupils that may, at some time in their school career at St. Gerard's Catholic Primary & Nursery School, display more challenging behaviour.

The term 'challenging' describes a continuum of behaviours which may have the following impact:

- preventing the pupil or their peers from participating in school activities and learning opportunities
- isolating a pupil from both adults and peers
- preventing a pupil from forming relationships
- adversely affecting the learning of other pupils
- making excessive demands on staff time and other resources
- places the pupil or others in danger of physical harm

Some challenging behaviours may be more specifically identified under the following headings: Physical aggression/abuse towards self or others

This may include but is not limited to:

- Hitting
- Kicking
- Punching
- Hair pulling
- Biting
- Pinching
- Self-harm
- Head Butting
- Spitting

Verbal Aggression towards others

- Name calling
- Swearing
- Threatening
- Damage to school property
- Throwing furniture or equipment
- Damaging resources

Other

- Attention seeking behaviours
- Hyperactivity
- Excessive crying/shouting/screaming/movement (eg, running within a classroom)

- As a school we need to continually work towards recognising that we are challenged by the behaviour and not the pupil.

Guidelines

Everyone involved in the life of the school is responsible for the management of behaviour. Self-belief is central; in the pupils, parents/carers and teachers. Belief that we can all behave in a manner that reflects the mission of the school and supports everyone's right to teach and learn, be safe and be treated with respect in school is paramount.

A broad, balanced and differentiated curriculum is prerequisite as is the quality of teaching and learning. Staff strive to engage children's interest and promote positive attitudes to learning, thus avoiding disruptive behaviour.

School systems for promoting positive behaviour

- Preventative work is considered preferable to remedial action.
- Visual representation and incentive is used in EYFS, KS1 and LKS2 through the 'Good to Be Green' behaviour management system.
- Other school contributions towards the successful management of pupil behaviour are evident in the delivery of a well-managed pastoral support system, constructive partnerships with parents/carers and the involvement of pupils in a varied programme of extra-curricular activities.
- School discipline is based on the notion that children respond more readily to positive recognition of their good social behaviour rather than bad behaviour being penalised.
- It is the consistency of approach within the classroom and throughout the school that enables children to learn appropriate social behaviour and self-discipline.
- Positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with the children. This is developed through a range of media, all of which have a common aim, to form meaningful relationships; pupil to pupil and teacher to pupil. Through the PSHE Education curriculum, the fundamental rights for those in school are reinforced.
- We try to encourage our older children to become play Leaders, buddies to support positive behaviour on the playground at playtime and lunchtime. Teachers and other adults adopt a positive and empathetic manner when responding to children and each other.

Rewards:

It is appreciated that most children respond to being rewarded for their achievements. Most children want to recreate the behaviour that resulted in the reward. Rewards can be given to individuals, groups or classes; this encourages children to work together in creating a positive classroom atmosphere.

Sanctions:

St. Gerard's Catholic Primary & Nursery School acknowledges the right of all its members to feel safe. We are aware that the School acknowledges the right of all its members to feel safe. We are aware that the nature of some students behaviours will be challenging and that, although sanctions will be used as the last resort, intervention may be necessary.

The following procedures may be instigated:

- Re-appraisal of behaviour plans
- Further analysis of information gathered to ascertain the function of behaviours more clearly
- Withdrawal of privileges e.g. removal of a reinforcer (i.e. golden time)
- Supervised time out

Sanctions are applied, above all, to solicit co-operation. They must be in proportion to the offences and enable pupils to make amends where appropriate. The way that they are applied must emphasise and foster forgiveness, reconciliation and healing.

The safety of the children is paramount in all situations. If a child's behaviour is violent and endangers the safety of him / herself or others, the Class Teacher may have to use reasonable and proportionate physical restraint on the child. Many teaching staff are trained in Team Teach techniques and we have a rota system to ensure one is always available. . All incidents involving restraint must be recorded on a Restraint Documentation Form (use of Team Teach Techniques) in the Head teacher's office. All staff will be made aware of children who may need to be restrained. This will be on the child's Support Plan

Behavioural Risk Assessment and Positive Support Plan

A behavioural assessment must be completed when there is any element of risk to pupil or staff member. If in doubt see the SENCo.

- The assessment will ask about the specific behaviours and who is at risk and how.
- The completion of the form involves determining the actual level of the risk with a numerical ranking
- This ranking will help determine the level of action taken
- The assessment is shared with others involved with the pupil as well as parents
- The assessment and ensuing plan will have monitoring dates attached and this will be determined on an individual basis
- A Positive Support Plan is then developed which outlines strategies to promote desired behaviours and to reduce risk causing behaviours identified on the Behavioural Risk Assessments.

Additional Support

There may be situations where additional support is needed by the school. A referral may be made to another agency such as an Educational Psychologist

- All such referrals will be made with the FSW & SENDCo and the Head.
- All staff should be aware of their own levels of coping at any one time and be comfortable to ask any other member of staff to support them in a difficult or stressful situation. They may need to withdraw from a situation for a short period of time.

Confiscation

The confiscation of pupil's property as a disciplinary sanction/consequence provides the staff with the opportunity to create a learning environment which recognises the rights of the other pupils to learn and the responsibility of some not to hinder this. As with other sanctions, the sanction of confiscation must be applied in a reasonable way and usually with time limits (for example; until the end of the school day). The teacher is responsible for the confiscated items until they are returned.

Exclusion

In exceptional circumstances the Headteacher considers the use of a fixed term exclusion from school as a consequence. Where this occurs the Local Authority (LA) is notified if the exclusion exceeds five days or more. School holds a reintegration meeting with the pupil and his/her parents/carers as the pupil returns to school. The purpose of the reintegration meeting is to support the pupil in order that further exclusions are not necessary. The school provides work for pupils from the sixth day of fixed term exclusion.

Should any pupils have a fixed term exclusion or be at risk of exclusion, the school will initiate a Pastoral Support Plan (PSP) and consider a Common Assessment Form (CAF) if necessary and with the support of the family.

St Gerard's considers a permanent exclusion as a very last resort. Permanent exclusions are only considered for serious breaches of the school's Behaviour for Learning Policy when all other options have been exhausted.

Process

Everyone in the school community is aware of the:

- Behaviour for Learning Policy
- Expectations (Rules)
- Rewards
- Home School Agreement

Sanctions

The classroom expectations are shared within every class. They are clear and precise so that the children will understand the meaning and be able to achieve them. Ability is not the only area which affects progress and achievement. Research has evidenced that a pupil's attitude to learning can have a significant effect on their attainment. A positive attitude is the key to high achievement. School staff encourage pupils to adopt a determined approach to learning so they develop strong study skills and achieve their personal best.

In school it is our aim to promote an environment in which pupils work purposefully and feel secure, safe, happy and confident.

Parents/ carers have a legal duty to ensure that their child receives a full-time education. They must ensure that their child attends school and always punctual and they have a clear role in making sure that their child is well-behaved in school. This is acknowledged in our updated Home School Agreement (which is sent out to parents at the start of every academic year.)

Staff endeavour to display behaviour which reflects the values of the school and there is mutual support and co-operation.

Staff take into account the range of individual pupil needs when developing and implementing the Behaviour for Learning Policy. Whilst maintaining a level of consistency, they do focus on the needs of the pupils experiencing Special Educational Needs (SEND) or disabilities and other groups defined as being vulnerable, e.g. travellers, asylum seekers and refugees and children looked after by the Local Authority. Pupils' personal circumstances are taken into consideration in the day to day implementation of the Behaviour for Learning Policy.

Parents and Carers

St. Gerard's School recognises that parents/carers play a vital role in the promotion of acceptable behaviour in school and the importance of positive home/school liaison, encouraging opportunities to discuss pupils' individual needs with parents/carers.

The school expects parent/carers to:

- Inform the school of behavioural problems they might be experiencing at home
- Inform the school of any health issues or medication that may affect a pupil's behaviour. This includes any changes or withdrawal of medication.
- Inform the school of any change of routine which may affect a pupil's performance or behaviour.

- Inform the school if seeking external advice or support for behavioural difficulties
- Acknowledge the protocol in the Home School Agreement

De-Escalation Strategies

It is preferable to manage the behaviour before it requires the implementation of de-escalation strategies. Staff need to be aware of the six stages of crisis, the behaviours associated with stages one to three and calming strategies.

'See appendix 1'

Restrictive Physical Intervention

Whilst the emphasis in managing positive behaviour for learning is on de-escalation, occasionally there may be a need for physical intervention using reasonable force. The document 'Use of Reasonable Force: Advice for Head Teachers, Staff and Governing Bodies: 2011' has been consulted in writing this section of the Policy.

The school Policy for using restrictive physical intervention is based upon a number of principles.

- In line with the United Nations Convention on the Rights of the Child, all children and young people have a right to be treated with dignity and respect, and to be protected from their own dangerous behaviour and that of others.
- The use of approved physical force to address challenging behaviour should, wherever possible, be avoided and only be used after all other strategies have been exhausted.
- Staff should not intervene where they feel that an intervention might place them at risk, either professionally or physically.
- It is strongly advised that staff should not use physical restraint techniques unless they have undergone specialist training, particularly with respect to pupils with Special Educational Needs and/or a disability.
- When the use of physical force is necessary to address challenging behaviour, it should be reasonable, proportional in the circumstances and maintain the safety and dignity of all concerned. It should be used in a manner which is consistent with the statutory duty upon schools to safeguard and promote the welfare of pupils and their staff.
- School staff have a legal power to use restrictive physical intervention with written permission from the parent or carer.

In school it is the intention of the staff and governors to assess (identify hazards and hazardous behaviours), reduce (control the environment, issue clear guidance and facilitate training) and communicate (alert all stakeholders to risk and strategies deployed including Positive Handling Plans (PHP) Risk Assessments

Team-Teach techniques seek to avoid injury to the pupil, but whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupil remains safe. Six members of St. Gerard's Catholic Primary & Nursery School staff have been trained to deliver team teach.

It is also recognised that staff may choose to respond with a technique from outside the Team Teach framework. This does not automatically render the use of such skill or technique necessarily improper, unacceptable or unlawful. Its use must be judged on whether or not it was reasonable, proportionate and necessary in those particular contexts and circumstances.

Physical intervention is only used if leaving the pupil would risk their safety or lead to behaviour that poses a risk to others, including the disruption of learning. This intervention could be 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. Restrictive physical intervention or restraint could involve holding a pupil back physically to bring them under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention and risk harm to themselves or others.

Schools can use physical intervention (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 from 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;

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

A proactive approach is most beneficial to the pupil, staff and other children in the school if a pupil is at risk of needing physical intervention. Whenever it is reasonably foreseeable that a pupil might require the use of a physical intervention; a risk assessment should be carried out, which identifies the benefits and risks associated with different intervention strategies and ways of supporting the pupil. A Positive Handling Plan (PHP) is devised in conjunction with the staff involved, pupil and parent/carer(s). A PHP includes strategies to prevent and deal with reoccurrence in addition to planned restrictive physical intervention.

In order to meet our responsibilities in respect of the education of pupils with behavioural difficulties, the school is already required, under Section 527A of the Education Act 1996, to develop and publish behaviour support plans, which may incorporate a PHP.

The school does not have a 'no contact' policy. There is a risk that such a policy may place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm to themselves or others.

In order to maintain a positive relationship with the child, parent/carer and the member of staff, the Headteacher (or senior member of staff) will speak to the parent/carer regarding any serious incidents involving the use of physical intervention. A record of incidents is maintained.

In deciding what a serious incident is, staff use their professional judgement and consider the following:

- 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 or member of staff
- the child's age.

The use of physical interventions is monitored in order to help staff to learn from experience, promote the well-being of children in their care and provide a basis for appropriate support. In particular, this covers the frequency with which they are used in relation to the staff and pupils involved. Monitoring of records helps the school to develop its policy and practice, informs risk assessment and management, and identifies training and development needs.

All incidents where physical intervention has been used are thoroughly, speedily and appropriately investigated. However, should a complaint be made by either the pupils or parent/carer, where a member of staff has acted within the law – that is, he/she have used reasonable force in order to prevent injury (to him/herself or others), damage to property or disorder – this will provide a defence 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 (DfE: Use of Reasonable Force 11th July 2011: p4) and the school would follow the procedures in the Allegations of Abuse Against Adults Policy, ensuring there is pastoral support available for staff concerned.

Although school staff are appropriately trained in restrictive physical intervention, it is our intention to de-escalate, defuse and divert first and foremost.

Additional Support

The school recognises its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and as such, additional support is available, through the school's SEND system for pupils who have social, emotional and behavioural needs. The school also recognises that some pupils may need more support than others to develop their skills, and staff are encouraged to act on concerns about a pupil's learning, conduct or emotional behaviour as early as possible.

Some pupils will help formulate an Individual Behaviour Plan (IBP) with the class teacher and, if necessary the SENCO. IBPs will be reviewed every half term, which supports the achievement of short, realistic targets. Parents/carers are consulted and kept informed at every stage of the SEND process.

For pupils with more significant difficulties, the school will work in partnership with outside agencies such as the Educational Psychology Service, usually after two School Action IBPs have been implemented. The school may also consider the involvement of Social Care and Health Services.

Action in the event of a Malicious Allegation

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Head teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include detention, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

Staff Development

The school uses LA professionals and private providers to deliver whole school INSET as required and staff are informed of relevant courses. Staff are encouraged to work together and to disseminate information to staff through in-house training. Support staff and Midday Assistants are made aware of the Behaviour for Learning Policy and receive any additional training they may require.

Monitoring and Review

The Behaviour for Learning Policy is regarded as a matter which lies at the heart of the school, with the assistance of the Governing Body, it is therefore reviewed regularly and its effectiveness monitored. This Policy is brought to the attention of staff, pupils and parents/carers annually. It is formally reviewed annually, along with the principles that underpin it, in the light of training and changes in legislation or at the request of a member of the school community. The Policy is monitored less formally via staff meetings.

A copy of this Policy is available in school and on the school's website.

Updated : September 2021

Date Approved by Governing Body:

To be Reviewed: Unless circumstance requires an earlier review – September 2022

ADDENDUM /ANNEX – October 2020 – Updated Autumn Term 2021

Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. Please note that the information below reflects the DFE Guidance, Public Health, Local Authority and Government guidance– and is in response to an unprecedented set of circumstances and continues to reflect the school's mission to keep all members of the school community safe and well. This additional information is underpinned by our overall aims and core Behaviour Principles.

“Guided by God St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve.”

To behave in a manner that reflects the principles of the Policy in ways that support everyone's right to teach and learn, be safe and be treated with respect in school;

Pupils will be expected to:

- follow any altered routines for arrival or departure
- follow all school rules set within the Health & Safety policy and signage around the school
- follow school instructions on hygiene, such as handwashing and sanitising
- follow instructions on who they can socialise with at school
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you they experiencing symptoms of coronavirus – which will be outlined to them
- follow rules about sharing any equipment or other items including drinking bottles
- follow amended expectations about breaks or play times, including where they may or may not play
- follow instructions regarding the use of toilets
- Lunch will be eaten in their designated indoor area or outdoor area. Children will eat at their table or in their own space. They will not get out of their seats. Children will have packed lunches or a packed school lunch which will be brought to them in their designated area.
- follow clear rules about coughing or spitting at or towards any other person
- follow clear rules about remaining within their “bubble”.
- follow clear rules for working at home about conduct in relation to remote education
- follow our rewards and sanction system as appropriate.
- Follow all E-Safety rules and expectations and behave in an appropriate way when using ICT ,if in school, or working remotely. should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via Seesaw/Class Dojo/Twitter, or any other platform will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.

In the unlikely event of a child's behaviour being deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their designated areas or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures **could** be used:

1. Referral to Headteacher or SLT
2. Parents/Carers called to collect child from school immediately
3. Immediate swap from onsite education offer to online/virtual education offer
4. Fixed term exclusion
5. Permanent exclusion

Parents/carers will be expected to:

- Follow all Health & Safety advice and guidance provided by Public Health, government, school and local authority
- Set a clear example by following the changed guidance regarding arrival and collection of children
- Ensure they follow the school's instructions for maintaining social distancing
- Follow the school's instructions regarding what items can be brought to school or taken home from school
- No parents to enter the school building or school site at anytime
- Ensure social distance from other adults whilst waiting for gates to open – as per Government guidance (please do not arrive too early to avoid congregation)
- Support the school by reinforcing the changed school rules as noted above.
- Support their child/children when remote learning to complete all work set and to communicate with the school
- Follow the parents code of conduct when picking up or dropping off children in the immediate vicinity of the school as they would on the playground under typical circumstances.
- Ensure that the children are following guidelines and advice as shown on the school website for safe use of technology and social media.

School staff will be expected to:

- Adhere to our E Safety guidelines and Policy at all times when setting work remotely
- Not communicate with personal phones or technology if working from home due to Covid 19 related reasons
- Follow all guidelines set within the Remote Learning Policy
- Follow the Health & Safety Action Plans and Policy
- Keep up to date with the changes implemented by the DFE, Public Health and Local Authority concerning Health & Safety
- Staff must wear appropriate PPE when managing any Intimate Care or First Aid.
- Set an example to all members of the school community by adhering to the new rules
- Regularly remind pupils of the need to follow the new rules
- Maintain the school's rewards and sanctions procedures
- Report any serious infraction which may put others at risk.

Positive Handling & Restraint

There can be times when a pupil's behaviour requires staff physical support to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of physical interventions. At St.Gerard's Catholic Primary and Nursery School, we are trained to use Team Teach as a physical intervention if deemed necessary.

In the COVID-19 situation, Team Teach will be avoided at all costs. In the event that all other support techniques do not work and the child is at immediate danger to themselves or others, Team Teach may have to be used as an immediate safety precaution. Where a child may need very close contact it is imperative that parents know that the use of PPE where appropriate WILL be used to help avoid cross contamination or any potential virus spread. However, this will be deemed to be a serious breach of the COVID-19 Behavior Policy Addendum and the pupil may no longer be able to attend onsite education until it is proven that it is safe for the child to attend. This breach could also lead to a fixed term or permanent exclusion.

In the case of a child being at risk, putting others at risk or damaging property the child's parents or carers will be called and asked to pick up their child immediately. The situation will then be reviewed by the Head teacher and a decision of whether the onsite education offer will be withdrawn in favour of the online/virtual offer if this is deemed safer for all pupils and staff.

The above amendments to our Behaviour Policy reflect the guidance available at the time of writing --
- this information is continuously being reviewed and updated to reflect scientific guidance during the Coronavirus (Covid 19) pandemic.

The overriding aim is to ensure the safety and wellbeing of all members of our school community.

St. Gerard's School Vision:

At St. Gerard's we:

- Maximise the achievements and progress of all pupils academically, socially, spiritually, morally, culturally, physically, mentally and emotionally as they move through our school.
- Provide a curriculum which is designed to ensure our pupils receive their full entitlement to access a curriculum which is balanced and broadly based whilst being flexible and responsive to the needs the community we live in.
- Recognise every child is recognised as a unique individual.
- Celebrate and welcome differences within our school community.

COVID-19 Statement:

If your child becomes unwell in school and displays COVID symptoms we will ask you to collect your child and book a COVID test.

If your child displays COVID symptoms at home/at the weekend we ask you to book a COVID test and inform us straight away via a phone call or via email out of hours.

The main symptoms of coronavirus are:

- **a high temperature** – this means you feel hot to touch on your chest or back. Guidance states that a high temperature is classed as 37.8 degrees and above.
- **a new, continuous cough** – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)
- **a loss or change to your sense of smell or taste** – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal



ST. GERARD'S
CATHOLIC
PRIMARY AND
NURSERY SCHOOL

Home/School Agreement – 2021/22



Name of Child:

Our school is a place of learning within a loving and Christian community. We achieve this through our mission statement:

"Guided by God, St Gerard's is an inspiring and aspirational community where we learn to love, hope, dream and achieve. All staff, children, governors and parents contribute to school life and share in its growth and well-being."

Governors:

We will work with our staff to:

- Care for your child's safety and happiness
- Make sure your child achieves their full potential as a valued member of St Gerard's Catholic Primary & Nursery School.
- Give your child a wide variety of experience and opportunities in a safe, stimulating atmosphere.
- Encourage everyone in school to happy, confident and resilient.
- Make sure that St Gerard's is at the heart of the community.

Signed:



Teachers:

We will:

- Achieve high standards of work and behaviour by building good relationships and developing a sense of responsibility.
- Keep you informed about general school matters and your child's progress.
- Be open and welcoming and all times and offer opportunities for you to be involved in the daily life of our school.
- Provide a balanced curriculum and meet the individual needs of your child.
- Create independent learners who reach their full potential.

Signed:



Pupils:

I will:

- Use good manners at all times; I will be polite to everyone.
- Respect other people and my school environment.
- Look after everything, be kind, caring and helpful to everyone.
- Listen well and work hard, doing all my class work and homework as well as I can.
- Wear my St Gerard's uniform with pride and I will be smart.
- Follow all school guidance to ensure I stay safe, both in school and online.

Signed:



Parents or Carers:

I/we will:

- Support my child at home by reading playing and providing opportunities to develop my child's speech.
- Ensure my child attends school regularly.
- Inform the school office on the first day of absence and follow up with a letter in writing when my child returns to school.
- Make school aware of any concerns or problems that might affect my child's work or behaviour.
- Support St Gerard's policies and procedures.
- Attend parent's evenings and discussions about my child's progress.

Signed:

