



St Margaret Mary's RC Primary School

2023-2024

Our Mission:

We try to follow Jesus in everything we do.

We help everybody in our school family and we try to let our light shine as the light of Jesus shines.

Everyone at St. Margaret Mary's is special. We feel happy and safe.
We are encouraged to value ourselves and each other in an atmosphere of trust, good humour, acceptance and enjoyment.

Saint Margaret Mary's school is where we come to learn through exciting and fun lessons. We try to always be welcoming and caring to all. We want to do our best, even if we find it difficult.

Behaviour Policy

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| Author | M. Sutton / M. Handrick |
| Date agreed by Governing Body | |
| Review Date | Annually |
| Chair of Governors | A Ager |

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Introduction

At St Margaret Mary's R.C. Primary School, we strive to ensure that relationships within our school are positive and follow the Gospel Values and Christ's message of love, respect and tolerance: 'We try to follow Jesus in everything that we do'.

Our broad aim expressed through our Mission Statement and virtues is to create an environment, which encourages and reinforces good behaviour and the fostering of positive attitudes.

This philosophy is built around a set of principles:

- Each and every one of God's family are unique individuals in their own right and this will be celebrated and nurtured across all that we do;
- We have high expectations for good behaviour during all school activities; both on and off the school site;
- This has been reinforced by comprehensive Specialist Behaviour Training led by Jason Bangbala and completed by all teaching staff at the end of the summer term in preparation for the current academic year. [See Attitudes to Learning Policy and key points below]
- There are often underlying reasons for children displaying negative behaviour and all staff will work with children and their families to identify these reasons and hopefully ensure that such periods of inappropriate or unacceptable behaviour are short lived; Staff use age or developmentally appropriate strategies to help children to manage and develop their own positive behaviour by celebrating and rewarding appropriate behaviour;
- All staff recognise the importance of establishing caring, nurturing, professional relationships with all pupils. To do this staff will be proactive in engaging and building relationships with all pupils particularly our most challenging and vulnerable.
- All staff are responsible at all times for the behaviour and pastoral care of all pupils within sight or sound of them, regardless of where they are in the school(s) buildings and grounds and of the presence of other staff/adults;
- All staff will create and establish the correct learning environment and routines to ensure positive and appropriate behaviour. This will be carefully planned, thought-out and well resourced to minimise distraction/off-task behaviours.
- We believe that good behaviour is 'taught and caught' by adults and other children demonstrating appropriate ways to behave and treat each other. The importance of home and school working together to this aim is vital. To this end, a clear code of behaviour is established which is understood and supported by children, parents/carers, staff and governors;
- We are a caring and inclusive school and aim for every member to feel valued and respected; Staff will proactively build warm relationships with pupils and families and get to
- All members of the school community have the right to be treated fairly and this policy is laid out to encourage the way in which all can work together where the health and well-being of individuals is paramount;
- Staff attitudes are the greatest importance in creating the environment in which staff and pupil relationships can develop and which encourages and motivates pupils to their greatest effort.

Statement of Intent

St Margaret Mary's believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

At St Margaret Mary's R.C. Primary School, we strive to ensure that relationships within our school are positive and follow the Gospel Values and Christ's message of love, respect and tolerance: 'We try to follow Jesus in everything that we do'.

Our broad aim expressed through our Mission Statement is to create an environment that encourages and reinforces good behaviour and the fostering of positive attitudes towards others.

This philosophy is built around a set of principles:

Each and every one of God's family are unique individuals in their own right and this will be celebrated and nurtured across all that we do.

The school is committed to:

- Promote a positive ethos by encouraging a shared understanding of the values which underpin our shared learning journey;
- Set a good example and be positive role models for our children
- create a positive and happy environment that expects, encourages and recognises good behaviour and one in which everyone feels safe and cared for;
- Develop high self-esteem, self-respect and self-control through success, empathy, positive relationships and awareness of how our behaviour impacts on ourselves and others;
- Encourage a positive partnership between home and school
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour in a calm way, meeting the child at their level.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- School/Home relationships and wider engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) ‘Behaviour in schools: advice for headteachers and school staff’
- DfE (2023) ‘Keeping children safe in education 2023’
- DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2013) ‘Use of reasonable force’
- DfE (2022) ‘Searching, screening and confiscation: advice for schools’

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy

- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

2. Roles and responsibilities

The governing board has overall responsibility for:

Making a statement of behaviour principles, and providing guidance for the Headteacher on promoting good behaviour where appropriate.

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Senior Mental Health Lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO is responsible for:

- Collaborating with the governing board, Headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for: [See JB Staff Training - Attitudes to Learning Policy]

- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Actively developing positive relationships and getting to know all pupils, particularly those with challenging behaviours and vulnerabilities.
- Ensuring that the classroom is tidy, organised and planned in layout.
- Ensuring table plans take into account the needs of all pupils and minimise any distractions and off-task behaviours [See guidance].
- Ensuring that all pupils give best attention [See Attitude to Learning Policy – JB Training]
- Being prepared and well resourced for all lessons. Ensuring resources are prepared/photocopied in advance of all lessons to minimise distractions. No photocopying unless in rare circumstances so that all staff are in class supporting learning/behaviour.
- Planning for and taking into account key transition points during lessons and the school day, so that communication of expectations is clear and shared.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking positive, proportionate action to restore acceptable standards of behaviour in a calm, caring manner.
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning appropriate and effective lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Promoting a supportive and high-quality learning environment.
- Modelling positive high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil and rewarding with positive praise and rewards.
- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural and SEND needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:

- SENCO.
- Headteacher/Deputy/Assistant.
- SLT.
- Mental Health Lead
- As authorised by the Headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider school community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Promoting positive behaviour for their child
- Informing the school of any changes in circumstances which may affect their child’s behaviour.

3. Definitions

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member
- Graffiti/intentional damage to property

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines, high expectations and how best to support all pupils to participate in creating the culture of the school. Staff will be involved in the drafting of the school behaviour policy and provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Managing Behaviour

School has a positive and consistent approach to promoting appropriate behaviour. This is rooted in positive praise, encouragement and affirmation. All staff aims are rooted in forming appropriate, nurturing relationships with all pupils, recognising their unique needs and ensuring consistency. [This includes all pupils SEND needs etc...]

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, positive, safe learning environment. Staff will reflect and consider afterwards how to prevent such behaviour from recurring.

All staff will keep a record of all reported incidents (CPOMS, which will be overseen by Headteacher/DSL to help identify pupils, whose behaviour may indicate potential mental health or safeguarding problems, including coordinated intervention by the Mental Health Lead. All staff will be alert to changes in a pupil’s behaviour that could indicate they need help, support or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the support and possible use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the

following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable. **Please see Appendix D.**

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the Headteacher/Deputy Headteacher/SLT immediately or.
- The member of staff will investigate the incident and decide whether it constitutes unacceptable behaviour.
- If the incident is deemed to be unacceptable behaviour, they will record the incident, and record it on the pupil's CPOMS record.
- Where deemed necessary due to repeated incidents a behaviour contract will be agreed with appropriate staff including HT/SLT/Class teacher/Pupil/Parents.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – The Headteacher/Deputy Headteacher will determine the period the pupil will be removed from the classroom, as well as any detention time.
- A member of the SLT will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident at a convenient time and steps forward to ensure behaviours are not repeated.

Following repeated incidents of unacceptable behaviour, the following sanctions are implemented:

- The Headteacher will put into place a clear, short-term behaviour contract that is communicated clearly with all appropriate staff, pupil and parents.
- Where necessary it may be considered whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the Headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions are implemented: The Headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

6. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. See Teaching Staff Responsibilities/Attitude to Learning Policy. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour include, but are not limited to, the following:

- Frequently engaging with parents, including meetings and home visits where applicable/necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an Early Help Assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of our School Mission and the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. For example, this will be through assemblies, PSHE, PATHS, RSE and RE.

Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside before entering the school after break/dinner.

All staff will ensure that they are organised and prepared for all pupils and their learning, particularly during key transition points during the school day including between lessons, activities and movement around the school building from corridors-to-the-hall, dining-hall and playground etc...

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation [See JB Training]. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Calmly explaining why an action is taking place
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Physical Intervention Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the Headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide.

This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Headteacher will request that the pupil's class teachers set them appropriate work to complete.

The Headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour.

Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school can impose detention on a pupil, unless the Headteacher decides to withdraw this power from any teacher. The Headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

The following indicate the times during which detention can be held outside of school hours:

- Any school day where the pupil is not authorised to be absent
- Weekends during term, except for any weekend preceding or following a half-term
- Any non-teaching day, e.g. INSET days

Parental consent is not required for detentions and, therefore, the school is able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, 25 minutes will be allocated to allow the pupil time to eat, drink and use the toilet. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the pupil at increased risk.
- Whether the pupil has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether the parents ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the pupil is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

7. Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling Child-on-Child sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

8. Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

9. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

[The model list below was created using the DfE's 'Searching, screening and confiscation' guidance. To search for any items not prohibited by school rules, staff will require the consent of the pupil being searched.]

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The school also identifies the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstance

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

10. Effective classroom management – See School Attitude to Learning Policy and Presentation Policy

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the classroom and physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.
- Be prepared and organised.
- Be prepared for transitions.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines - See School Attitude to Learning Policy and Presentation Policy

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”. This will be repeatedly promoted throughout the day and taught explicitly through the Behaviour Curriculum including PATHS, PSHE and RE.

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin they are fully resourced, prepared and organised recognising the importance they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The Headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit often. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are

needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

Consistent approach is implemented by all staff to ensure best attention is given [1/2/3 message]. This ensures no off-task behaviour and fidgeting when a member of the staff/class is speaking. Staff to be extra aware of this and calmly correct children if not followed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

The classroom environment - See School Attitude to Learning Policy and Presentation Policy

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

[See JB Guidance to be followed by all staff]

Praise and rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- Immediate – immediately rewarded following good behaviour.
- Consistent – consistently rewarded to maintain the behaviour.

- Achievable – keeping rewards achievable to maintain attention and motivation.
- Fair – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project

| Rewards | Examples |
|---|--|
| Non-verbal such as thumbs up, smiles | When child is doing the right thing and we want to silently praise e.g. during assembly |
| Verbal praise/reward such as, “Well done! Excellent!” (Positive Reinforcement) Stickers (rewards) | When the child is doing the right thing in class or in the playground |
| Sent to another teacher in the same phase for praise/public commendation | When a child had done very good work or to boost confidence of the child. When a child had done a good deed, which needs recognition. |
| Sent to senior management or leadership for sticker/praise | As above (good or outstanding work or behaviour) |
| Usually one per class as follows: Sticker/Pen/Certificate at Assembly | Each week a child who has consistently been keeping the school rules or an aspect of them or has positively demonstrated school values will receive a special certificate, pen and shield. The shield will be taken home to be kept for the week & returned on the Thursday before Celebration Assembly |
| Work Displayed – Worker of the Week to be displayed on the Special Board or Classroom Celebration and display of work | Exceptional piece of work or real improvement and praise – Possible link with Celebration Assembly Award |
| Attendance Rewards | See Attendance Policy |
| Special Lunchtime Award | Children receive an award for good behaviour, clean plate, excellent manners, etc. from the lunchtime staff. |
| House Points | Children are rewarded house points for living by our virtues. Please see examples of rewarding house points. |

11. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

12. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

13. Monitoring and review

This policy will be reviewed by the headteacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders. This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is date: September 2024

Behaviour Contract

Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals









To prevent my challenging behaviour, I can:

1. _____

2. _____

3. _____



When I demonstrate challenging behaviour, you can help me by:

1. _____
2. _____
3. _____



These are the consequences if I do not meet my goals:



These are the rewards if I meet my goals:







My contract will be reviewed on: **date**

Pupil signature: _____

Teacher signature: _____

Behaviour Incident Form

| | | | |
|---------------------------------|--|------------------------------|--|
| Name of pupil: | | Year group: | |
| Date: | | Time: | |
| Location of observation: | | Name of staff member: | |

| |
|--|
| Before the incident: what led to the behaviour? |
| |
| During the incident: what did the pupil do? |
| |
| After the incident: what were the consequences of this behaviour? |
| |

Additional comments:

Behaviour Management Observations Review Form

| | | | |
|----------------------------|--|--------------------|--|
| Name of pupil: | | Year group: | |
| Name of key worker: | | Date: | |

| |
|--|
| Do there appear to be any patterns triggering the pupil's behaviour? |
| |
| Are our existing management systems effective? |
| |
| What achievable targets could we implement for the pupil to work towards? |
| |
| What are the pupil's strengths? |
| |
| What strategies could we implement to help the pupil achieve their targets? |
| |

Additional comments:

Appendix D

Sanctions and Consequences

Again, a number of principles underpin our school approach to the use of sanctions where behaviour and attitudes to learning and others is not as expected:

We believe that adults and professionals we should approach with skill and not force. While being clear and giving positive feedback will go a long way towards creating a positive climate and encouraging appropriate behaviour, we have a variety of strategies to discourage and stop unwanted behaviour.

- The school uses a graduated approach in the use of sanctions to change inappropriate behaviours;
- The school will strive to involve parents/carers where appropriate/ possible to support such sanctions;
- Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of sanctions if unacceptable behaviour escalates which affects school rules and attitudes to learning;
- Sanctions may involve measures that ensure that the child makes some form of reparation for his/her behaviour;
- An effective sanction is one that most often stops or discourages careless, poor work or inappropriate behaviour. It also enables a child to reflect on and modify their inappropriate behaviour/poor work, apologise and be forgiven in line with our Mission Statement and core Gospel Beliefs.

A range of sanctions may be used as and when appropriate, taking into account the severity of the behaviour shown and the age/developmental level of the child concerned:

See Procedure Examples Below

| Sanction | Example |
|--|---|
| Non-verbal. (Sad face, frown, look of disappointment) | When child is doing the wrong thing but it's inappropriate to speak such as in assembly or a quiet moment in class. |
| Tactically ignore inappropriate behaviour and praise good behaviour. | When the child is being inappropriate or making the wrong decision spot the person making the right choice and reward this. E.g. Thank you Emily for showing good listening. Can anyone else show good listening? |
| 1. Quiet verbal reminder of expected behaviour | When the child is displaying some inappropriate behaviour in class, which prevents them and others from completing tasks. Move quietly over to the child and remind. |
| 2. Give the child a warning - remind them that should they continue, they will be choosing to receive a consequence. | When the child is displaying some inappropriate behaviour in class, which may disrupt them and others following a quiet reminder. |
| 3. Quietly, ask the child to speak to you just outside the room/quiet space in the room | Here they can have a short space of time to calm and reflect on their behaviour and next choice. (age appropriate) |
| 4. The Child to work in isolation within the classroom. (With time parameters, age appropriate). | When the child has continually displayed some inappropriate behaviour in class and is making little attempt to 'put things right' move to quiet space in the classroom/or a different table. |
| 5. Seek support/advice from SLT: Mrs Welch, Mrs Murphy, Miss Dobie, Mrs Murphy or Miss Ganley | Adults will come and have a quiet word with the child and remind them that the next choice could be removal from the room for the remainder of the lesson. |

| | |
|---|---|
| <p>6. Remove the child from classroom to another teacher within the same Phase with appropriate work for a short agreed amount of time. Parents/carers will be informed by the class teacher. (N.B. This would lead to missing some amount of break-time. Phase Leader must be informed with incident being recorded).</p> | <p>When the child has continually displayed some inappropriate behaviour in class and is clearly making no attempt to 'put things right'</p> |
| <p>7. When child has been removed from the classroom seek the Headteacher/Deputy Headteacher/Assistant Headteacher/Phase Lead. The incident will need to be logged on CPOMS as recorded behaviour incident.</p> | <p>Time will be given for the child to complete their work so learning is not being missed and time for reflection. Child will be supervised.</p> |
| <p>Removal should be used for the following reasons: a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and c) to allow the pupil to regain calm in a safe space.</p> | |
| <p>A child may be stopped from representing the school</p> | <p>If a child misbehaves in an extra curricular lesson or outside of school in their uniform.</p> |
| <p>The following must be sanctioned and reviewed at least weekly by Inclusion Manager and/Class teacher: If the child's inappropriate behaviour persists, an action plan (Individual Behaviour Plan - IBP) may be drawn up (Inclusion Manager/Phase Leader and class teacher) for the child. Parents/Carers will be consulted/informed and a home/school diary introduced for a fixed period of time (no longer than four weeks initially)</p> | <p>All above sanctions have not improved behaviour.</p> |
| <p>A child should not be on the corridor for any length of time other than a short calming down period. All of the above are to have been followed initially.</p> | |
| <p>Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.</p> | |