

# St Mary's Catholic Primary School



## BEHAVIOUR POLICY

September 2023

### Mission Statement

*St Mary's school community follows the teachings of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.*

### Ethos

We recognise that there is a challenge in creating an enriching environment for all those involved at every level of school life. We take our lead and inspiration from Christ with regard to the Gospel values: the belief that all human beings are uniquely created and loved by God and worthy of respect. This challenge manifests itself in the way that we treat and value:

- Our relationships with each other and the wider community;
- Our respect for one another;
- Our welcome to and interest in all those who visit our school;
- Discipline inspired by forgiveness, healing and reconciliation;
- Our school environment.

Through rising to this challenge we aim to create an awareness of a sense of belonging to and being part of the life of St Mary's.

### The Aims of our School

We will endeavour to create a Catholic Ethos in our school, which reflects the Gospel values, through the love, care and respect we show to each other, and to all who come to our school. We will teach the beliefs, traditions and practices of the Catholic Faith.

Through the prayer and worship in school we will try to be a living community of people celebrating their love for God and one another.

We believe the quality of the curriculum, with Religious Education at its core, is of prime importance and will focus on the development of the whole child. We will at all times try to make provision for children with special needs, so that all members of our school community achieve their potential.

We will help the children to develop an awareness of and respect for other religious and cultural backgrounds, as we believe this to be an essential preparation for adult life.

We believe that good communication between governors, staff, parents and children is important for the well-being of our school, and we will work in partnership with the wider community especially the home and parish in developing each child's potential.

### Aims for Each Child at St. Mary's Catholic Primary School

- ◆ Whilst at St. Mary's School I will learn about being a Christian. I will experience the beliefs, traditions and practices of the Catholic Faith.
- ◆ I will achieve as much as I possibly can in each area of the National Curriculum.
- ◆ I will know how to learn and enjoy learning, and will view work in a positive and conscientious manner.
- ◆ I will co-operate and communicate with others effectively, independently and in a group, and try to win and lose graciously.
- ◆ I will tolerate and respect the religious beliefs, views and values of others, understand the need for good behaviour and moderate my behaviour accordingly. I will respect the belongings and property of others.
- ◆ If I have a problem I know I can find someone who will discuss it with me.
- ◆ I will try to learn from my mistakes and accept there is always room for improvement.
- ◆ I will share a sense of responsibility for my school, parish, local community and the wider environment.

#### **1. Aims of this Policy**

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils

- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## **2. Legislation, statutory requirements and statutory guidance**

This policy is based on legislation and advice from the Department for Education (DfE) on:

Behaviour in schools: advice for headteachers and school staff 2022

Searching, screening and confiscation: advice for schools 2022

➤ The Equality Act 2010

➤ Keeping Children Safe in Education

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2023

Use of reasonable force in schools

➤ Supporting pupils with medical conditions at school

Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

## **3. Definitions**

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments

- Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
  - Theft
  - Fighting
  - Smoking
  - Racist, sexist, homophobic or discriminatory behaviour
  - Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

#### 4. **Bullying**

- What counts as bullying?

We define bullying as the wilful, conscious desire to hurt, threaten or frighten someone. This is behaviour by an individual or group which is repeated over time that intentionally hurts another person either physically or emotionally. It may be mainly physical - pushing, hurting or threat of hurting, or verbal - name calling, spreading rumours, persistent teasing. It may be racist - racial taunts or gestures, emotional, - excluding, tormenting (hiding belongings etc) ridicule or humiliation. It may be cyber-bullying via text messages or the internet. It may also be sexual - unwanted physical contact or abusive comments.

Teasing should also be taken seriously, as it leads to an atmosphere of tension, mistrust and distress which almost always escalates into further negative behaviour.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. School staff, if needed, can search for and if necessary delete inappropriate images (or files) on electronic devices including mobile phones (Education Act 2011).

Occurrences of behaviour which cause distress or even actual harm, but which are not intended to do so, are not bullying.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## ANTI-BULLYING PROCEDURES

We believe that our school's response to bullying should not start at the point at which a child has been bullied. Our first approach is to try to create a positive environment for learning and develop strategies to prevent bullying happening in the first place. This is done through a number of ways including:

- Talking to pupils about issues of difference as appropriate within lessons and assemblies.
- Organising dedicated anti-bullying events (e.g. workshops on 'Saying No to Bullying'), cyber bullying workshops for pupils in addition to its inclusion within the ICT curriculum,
- Within PSHE e.g. Anti-bullying unit of work.

- Creating an ongoing awareness of forms of bullying and its prevention through school displays / posters.
- Keeping parents informed about the work of the school through newsletters and involvement in anti-bullying events e.g. preventing cyber bullying.
- Working with the wider community e.g. police, children's services and other organisations.
- Creating an inclusive environment where pupils can talk openly and express their thoughts and opinions.
- Celebrating success (we believe this contributes to a positive ethos).

Our first aim in school is to create an ethos of good behaviour where pupils are encouraged to treat one another and school staff with respect because they know that is the right thing to do. We believe that consistently reinforcing values of respect for staff and other pupils, an understanding of the value of education and a clear understanding of how our actions affect others enables an environment which is conducive to good behaviour and helps to deter bullying.

Bullying is damaging for the bully and the victim, and at this school, children are reminded frequently of their responsibility to tell an adult if they are being distressed or hurt by the behaviour of others, or if they see it happening to those around them.

Children are given clear guidance about how and when to approach teachers either during breaktimes or at appropriate points in the school day, to make them aware of problems with behaviour. They are also asked to talk to their parents about incidents that happen to them in school.

We always tell children that it is wrong to retaliate either physically or verbally, and that they should tell an adult instead, and parents are asked to give exactly the same advice.

Parents are also reminded of the importance of always allowing the school to deal with behaviour problems; parents are asked never to approach another child, or another child's parents in an attempt to resolve difficulties.

When a child reports that they are being hurt or upset we will:

1. Take the problem seriously.
2. Investigate the incident.
3. Interview those responsible and victims separately if we feel there is a danger of intimidation.
4. Interview any witnesses.
5. Decide on appropriate action, e.g.:
  - obtaining an apology from bullies to victim - often this will be a written apology.
  - decide appropriate punishment for bully.

- inform parents of bullying, using the standard letter with a reply slip.
  - insist on return of items borrowed or stolen/or victim being compensated.
  - encourage bully to change behaviour and make clear that no further intimidation will be tolerated.
6. hold a follow-up meeting with victim's parents to report progress.
  7. inform all teachers, support staff, dinner ladies (as appropriate) about incident and action taken.
  8. keep a written record of incident, interviews, and action taken.

We may also ask all concerned in an incident to write down their view of what happened.

## **5. Roles and Responsibilities**

### The Governing Body

The governing body is responsible for:

Reviewing and approving the written statement of behaviour principles

Reviewing this behaviour policy in conjunction with the headteacher

Monitoring the policy's effectiveness

Holding the headteacher to account for its implementation

### The Headteacher

The headteacher is responsible for:

Reviewing this policy in conjunction with the governing body.

Giving due consideration to the school's statement of behaviour principles

Approving this policy

Ensuring that the school environment encourages positive behaviour

Ensuring that staff deal effectively with poor behaviour

Monitoring that the policy is implemented by staff consistently with all groups of pupils

Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties

Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### Teachers and Staff

Staff are responsible for:

Creating a calm and safe environment for pupils

Establishing and maintaining clear boundaries of acceptable pupil behaviour

Implementing the behaviour policy consistently

Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

Modelling expected behaviour and positive relationships

Providing a personalised approach to the specific behavioural needs of particular pupils

Considering their own behaviour on the school culture and how they can uphold school rules and expectations

Recording behaviour incidents promptly

Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### Parents and Carers

Parents and carers, where possible, should:

Get to know the school's behaviour policy and reinforce it at home where appropriate

Support their child in adhering to the school's behaviour policy

Inform the school of any changes in circumstances that may affect their child's behaviour

Discuss any behavioural concerns with the class teacher promptly

Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

### Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school



- › That they have a duty to follow the behaviour policy

The school's key rules and routines

The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## **6. School Behaviour Curriculum**

Our School is a Catholic Educating Community, created by individuals coming together to work for common aims rooted in the life, death and resurrection of Jesus Christ.

We are working to create within our community, a caring Christian environment in which the love of God is present, and in which all can feel valued and respected.

In nurturing the growth of the individual, we will teach children to respect themselves and others, and to be guided by Christian values in their relationships. We will help them to consider other people, and teach them to give and receive love, respect and forgiveness.

It is our responsibility to model and teach appropriate behaviour, rather than expect perfection from all children at the outset. The teaching and learning of good behaviour is most successful if broken down into small manageable steps.

A consistent whole staff approach to behaviour helps children to understand our expectations more clearly. All teachers are responsible for the discipline of all of the children in the school.

In order to ensure consistency in our approach, it is also important to work alongside other school staff and where necessary outside agencies. All staff groups have been consulted regarding their expectations of pupil behaviour. There is on-going communication (by the SENCO, senior team and Headteacher) to help the lunch hour to run more smoothly. The kitchen staff are learning the children's names in order to model and encourage good manners.

Parents are important partners in our behaviour system. We recognise the need to share successes with parents, rather than summoning them only to discuss problems. There is ample opportunity for conversation and messages with parents of Foundation and Key Stage 1 children at the end of the day, when teachers see parents. In the older classes these opportunities are also there and teachers will occasionally ask children to bring parents to meet them at the end of the day for

positive feedback or speak to parents at the end of the school day on the playground. Staff may also phone / e-mail parents (from class e-mail or office address).

At Foundation Stage and Key Stage 1 serious incidents are discussed with the parent as well as the sending of an incident letter where necessary. At Key Stage 2 parents are made aware immediately by letter (with a reply slip to confirm receipt) / phone call about problem behaviour such as fighting, racism, bullying or swearing. Teachers may also speak to parents at the end of the school day as pupils are collected. All serious incidents are investigated thoroughly and a written record is kept in the Incident Book / Class File kept by each class teacher, and / or in the child's school file. In addition a centrally held Behaviour Log is used to monitor patterns of behaviour. We believe that it is important for parents to be made aware of any problem in school immediately, and how we are working to remedy it.

### St Mary's Strategy

We try to use positive approaches to encourage and reinforce good behaviour. Certain sanctions are used to deter negative behaviour.

1. We will use a range of positive approaches to encourage good behaviour which include:

- Liberal use of encouragement to create a positive atmosphere.
- Verbal praise, in class and around the school.
- Identifying and highlighting good behaviour, and reinforcing it with praise.
- Weekly 'merit' award certificates presented in a whole-school assembly and displayed on a notice board in the main entrance area, usually related to achievement in the curriculum, but may include behaviour.
- Names of all children who receive merit awards will be recorded in their class files.
- Involving the whole class in drawing up a 'class code', which includes rewards and sanctions.
- Individual targets for behaviour and attitude are agreed and recorded with all pupils in their Assertive Mentoring folders.
- Green Sticker rewards (displayed on class chart) can be used with a whole class reward at the end of the term

The following are examples of possible additional rewards:

- stickers, stars, printing 'stamps' and 'smiley faces'.
- tokens, prizes, sweets occasionally
- class certificates
- favourite activities, eg computer, choosing, a game
- 'Ask me what I did?' badges
- praise
- teacher to send a letter about positive behaviour/attitude/effort.

2. If positive approaches fail, certain sanctions are used to deter negative behaviour. When problem behaviour is serious or repeated, then parents receive a letter / phone call requesting a meeting to discuss ways in which the problem behaviour can be dealt with.

The following are examples of possible sanctions:

- Missing playtime
- Removal of a privilege, eg choosing time, special game, loss of team point
- ‘Time-out’ from class for short periods, to another teacher
- Sent to the Phase / Key Stage Leader or to the Headteacher / Deputy Headteacher for serious or prolonged difficulties

Pupils are expected to:

Behave in an orderly and self-controlled way

Show respect to members of staff and each other

In class, make it possible for all pupils to learn

Move quietly around the school

Treat the school buildings and school property with respect

Wear the correct uniform at all times

Accept sanctions when given

Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### School Guidelines to ensure safety and a pleasant learning environment

Each child has the right:

- To learn and experience a sense of achievement.
- To be treated equally and with respect.
- To be safe in the playground and in the classroom.

Children have responsibilities to:

- Be considerate, and to care for and respect each other.
- Respect the school’s rules.
- Respect each other’s belongings and the school’s equipment.
- Wear the correct uniform for school and for PE.
- Have the correct equipment for school.

- Try their best.
- Listen to, and co-operate with each other.
- Work sensibly in a group or on their own.
- Be punctual.
- Act safely.
- Tell a teacher if they are hurt or upset / see someone else being hurt or upset.

In their dealings with others, pupils should:

- Be polite.
- Remember to say please, thank you and excuse me.
- Say things which help people feel good about themselves.
- Not tolerate 'put-downs'.
- Not tolerate teasing, or making fun of others.
- Not tolerate name-calling.
- Not tolerate swearing or bad language.
- Respect the wishes of others.
- Be honest and truthful.

On the way to and from playtime or to the hall for lunch children should always:

- Walk without pushing or trying to get in front of others.
- Be quiet and orderly.

At breaktime pupils should always try to:

- Play in a considerate way
- Keep to the rules of a game
- Tell an adult if there is a problem
- Allow others to play without interfering in their game
- Try to make sure that everyone can join in a game
- Make sure that they only play ball or use specific equipment on their allocated days
- Play in the playground and not in the toilets
- Stop playing and stand still in silence when the whistle blows or the bell is rung
- Line up without talking when the class is called
- Remember not to bring toys from home into school
- Put litter into the bin
- Seek support from a buddy to assist with sorting out any difficulties which arise

#### During wet playtimes

- May talk but not shout
- Should stay in their own classroom
- Should find a quiet activity
- Should sit down to read, play a game, talk or draw.
- Not use scissors unless supervised.

In the hall during lunchtime pupils should always try to

- Come in quietly and find a place, filling up the tables before sitting at new ones
- Talk quietly to the people on their table
- Pick up their own litter and leave the table tidy
- Walk when going to the counter or out of the hall
- Remember to say please and thank you and act politely to adults and children
- Red dot/traffic light means 'quiet time' for Infants
- Junior 'quiet time' begins at 12.45pm
- Lunchtime Supervisors award stickers and certificates

It is important to involve the children in thinking about behaviour and the need for guidelines at whatever level they can understand. Following are some ideas for organising class guidelines with the children:

- Involvement of the children in devising a class 'code of conduct'. Once finalised and agreed, a copy of this may be sent home for information, and a reply slip attached.
- Circle time – the class sits in a circle regularly to discuss and evaluate behaviour and other classroom issues.
- Contracts – decide rules together and then all sign the list.
- Class can design and display a poster of the class rules.
- Discussion of rules in other aspects of life.
- The rules should be minimal, positively phrased and enforceable.

### **Mobile phones**

Children (Years 5 and 6) should only bring their phones into school if they are walking to school alone or walking home alone and they need them in case of an emergency. For their own personal safety children are asked to keep their phones out of sight in their school bags while walking to/from school or while waiting outside the school.

If a child needs to phone home (to let their adult they have arrived at school or are leaving to go home) the call must be made when the child is inside the school gate.

Children will need to switch their phones off completely before entering the school building and will need to hand their phones to a designated member of staff at the beginning of the school day. The phones will be kept in the school office during the day, to ensure that they are kept safe and will avoid them being lost or damaged.

Whether at home or at school, parents and carers are asked to remember that mobile phones provide easy access to the internet which is full of fantastic opportunities but can also be a very risky place. It is important that home and school work together to keep children safe. It is strongly recommended that parents /carers enable parental controls on their child's phone, and talk to their child about how to stay safe online. This website has good advice:

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

## **7. Responding to Behaviour**

### **Classroom Management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

Display their own classroom rules

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Responding to Good Behaviour**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

Verbal praise

Communicating praise to parents/carers via a call or letter home / speaking to the adult who collects at the end of the school day

Certificate / Nomination for certificate at Friday assembly

Position of responsibility in the classroom

Whole class or year group reward

## **Responding to Misbehaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The class teacher / member of staff / school may use some of the following sanctions in response to unacceptable behaviour:

A verbal reprimand and reminder of the expectations of behaviour

Setting of written tasks such as an account of their behaviour

Expecting work to be completed at home, or at break or lunchtime

Loss of privileges – for instance, the loss of a responsibility

School-based community service, such as tidying a classroom, helping out around the school

Referring the pupil to the phase leader or senior member of staff

Letter or phone call home to parents/carers

Agreeing a behaviour contract

Giving the child time out of class for a short period with another teacher

Suspension

Permanent exclusion, in the most serious of circumstances

*The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.*

*The decision to suspend or exclude will be made by the headteacher and only as a last resort.*

*Suspension may be applied in extreme cases e.g.*

- another child is deliberately hurt*
- dangerous and irresponsible behaviour*
- physical aggression towards adults or children*

- abusive language towards adults or children
- persistent pattern of disruptive behaviour

*Suspension will be used where necessary to give a clear message to all concerned that certain forms of behaviour are unacceptable. It gives a 'breathing space' and enables a 'turning point' to be created, also for emergency advice to be obtained in serious cases. It also enables the remainder of the class to experience teaching and learning free from disruption.*

*Permanent exclusion is usually the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and is used as a last resort.*

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

**Reasonable force** covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

### **Confiscation**

Any prohibited items (see Section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.



## **Off-Site Misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)

- Travelling to or from school

- Wearing school uniform

- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school

- Poses a threat to another pupil

- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## **Online Misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil

- It could have repercussions for the orderly running of the school

- It adversely affects the reputation of the school

- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## **Suspected Criminal Behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of senior team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **Sexual Harassment and Sexual Violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing including:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

## **Malicious Allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

## **Supporting Pupils Following a Sanction**

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school including:

Reintegration meetings

Daily contact with the phase leader or senior leader

Behaviour contract / plan with personalised behavioural goals.

## **Responding to Behaviour From Pupils with SEND**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the school will work to ensuring the provisions set out in that plan are secured and will work in co-operation with the local authority and other bodies as needed

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned including:

Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

Adjusting the seating plan to allow a pupil with visual or hearing impairment to sit closer to the teacher / board

Adjusting uniform requirements for a pupil with severe eczema

Supporting staff to understand conditions such as autism

Use of separation spaces (as space in school allows) where pupils can regulate their emotions during times of overload

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?

- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **Allegations of abuse made against other pupils**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

See appendix 4 of our Child Protection policy for more information about child-on-child abuse.

Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the Designated Safeguarding Lead (DSL), but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
  - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
  - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
  - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
    - Children can show signs or act in ways they hope adults will notice and react to
    - A friend may make a report
    - A member of staff may overhear a conversation
    - A child’s behaviour might indicate that something is wrong
  - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
  - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
  - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
  - That they should speak to the DSL if they have any concerns

## **8. Pupil Transition**

### **Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher in the last week of the school year. Pupils transferring to secondary schools have the opportunity to visit their new schools.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

### **9. Policy Review Structure**

The policy will be reviewed briefly at the first INSET day each year, possibly only the most relevant sections. As problems are noticed during the year, they can be raised at staff meetings or referred to the SENCO. A more substantial policy review will take place every three years or as needed.

Child Protection procedures are dealt with in a separate policy.

Staff agreed to devise class, rules, rewards and penalties with their classes. A copy of each Class Code is displayed in the classroom.

Sample Letter

Date:

Dear

Entry in Class Incident Book

I am writing to inform you that .....name has had to be entered in the Class Incident Book for .....

This incident has been investigated and dealt with in accordance with the School's Behaviour Policy, but if this happens again, then we will need to arrange to meet, and discuss how to make sure that this behaviour does not occur.

Please sign and return the Reply Slip below, to the School Office.

Yours sincerely

Class Teacher

Head teacher

✂.....

Reply Slip

I acknowledge receipt of the letter dated.....with regard to .....name being entered in the Class Incident Book.

Signed.....Parent/Guardian