



Behaviour Policy (including anti-bullying policy statement)

Version 1
March 2024



One of three Catholic
Multi Academy Trusts in
the Diocese of Nottingham

Document Provenance

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1	March 2024	This is a new Trust-wide policy for all CMAT schools aligning with national guidance and best practice in regard to embedding a consistent and positive behaviour culture across the CMAT.

‘So always treat others as you would like them to treat you; that is the meaning of the Law of the Prophets.’ Matthew 7:12

St Ralph Sherwin Catholic Multi Academy Trust Vision

Schools within the St Ralph Sherwin Catholic Multi Academy Trust ensure that each child is treated individually and with respect. We lead by the example of our namesake, Saint Ralph Sherwin, a martyr who risked all for his faith, seeking to do the Lord's will "today rather than tomorrow". All schools within the Saint Ralph Sherwin Catholic Multi Academy Trust share the same collective vision:

Vision

We are a Catholic family of schools, working as one. We aim to ensure:

- The best possible education for every child.
- To provide Catholic formation which inspires all of us to live a life of service modelled on the Gospels.
- To continue to build sustainable and caring communities in which the most vulnerable can flourish.
- To recognise that every member of our community has a vital role to play.

Our Mission

'Growing in faith, serving with love, transforming our world; together in Christ'.

Our Core Virtues

All schools within the St Ralph Sherwin Catholic Multi Academy Trust, and members of our Central Team are guided by three core virtues which underpin everything that we do:

- Trust
- Togetherness
- Kindness

The Trust's Behaviour Policy has its foundations in the teachings of Jesus Christ and the Trust's core mission of growing in faith and serving with love. To that end every school is committed to a culture of celebrating behaviours that foster respect, kindness, community and achieving our full potential. Where behaviours fall below expectation a proportionate and empathetic graduated response will be implemented which encourages an individual to reflect on their actions and the impact those actions have had on others.

1. Introduction and Purpose

- 1.1. This policy sets out our Trust-wide approach to building and maintaining a culture which celebrates behaviours that reflect our Catholic values whilst addressing, in a consistent and empathetic way, behaviours that have negative consequences or risk harm to others or, an individual, themselves.
- 1.2. Every school community is unique and as such parts of this policy have been tailored to meet the individual needs of each school community.

2. Scope

- 2.1. This policy applies to all pupils and students. All staff and visitors are also expected to model behaviour that aligns with this policy. This policy should be read in conjunction with the Trust's Suspension and Exclusion Policy which sets out the consistent sanctions that will be applied should a pupil's conduct fall below expected standards.
- 2.2. Specifically, this policy is intended to:
 - Support the creation of 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 that maintains high standards that reflects the Catholic values at the heart of our schools.
 - Supports consistent application of behaviour principles that means pupils are treated fairly, regardless of the school they attend within the CMAT.
 - Make explicit what is deemed unacceptable behaviour and the fostering of a culture where this is communicated regularly so that pupils understand the expectations upon them.
 - Ensure that bullying and discrimination in all its forms is not tolerated.

3. Legislation and Regulation

- 3.1. 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](#)
- 3.2. This policy is compliant with the CMATs funding agreement and articles of association.

4. Positive Behaviour

- 4.1. As a Catholic Multi Academy Trust, the foundations of our school culture and curriculum ensures positive behaviours are encouraged and celebrated. Pupils, staff, parents and carers and visitors are expected to model positive behaviours in all their interactions, including outside of school.
- 4.2. The curriculum and school day reinforces these behaviours and teaches pupils the damaging impacts of poor behavior and bullying.
- 4.3. The CMAT believes that rewards are more effective than punishment in motivating pupils. Schools are committed to promoting and rewarding good behaviour and may do so in a range of ways including:
 - Immediate verbal recognition and praise.

- Positive postcards/letters home.
- Class and personal Dojo points.
- Contact home by staff text, phone, e-mail and/or letter.
- Internal reward points, house points, form points.
- Stickers.
- Certificates.
- Recognition & celebration events.

4.4. Recognising positive behaviours is key to fostering a culture that supports everybody. It is a powerful means of reinforcing the behaviours expected of all pupils in school. Building and maintaining positive behaviours will include:

- Greeting pupils in the morning/at the start of lessons.
- Establishing clear routines.
- Communicating expectations of behaviour in various ways including through notice boards, via the website, communication with parents/ carers.
- Highlighting and promoting good behaviour.
- Concluding the day positively and starting the next day afresh.
- Using positive reinforcement.

5. Classroom Management

5.1. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. This starts with quality first teaching that inspires and maintains the attention of pupils.

5.2. Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the behaviour curriculum or their own classroom rules in prominent places within the classroom and school.
- Revisit the school rules at the start of each term, with extra emphasis at the beginning of the school year, whereby classes create their own class's expectations of behaviour, which are then shared on the class Teams page.
- Follow St. Mary's behaviour protocols (The St Mary's Way) consistently.
- Expect and insist upon the highest possible standards of behaviour, not only in classrooms, but in all other areas of school and whilst representing the school in the community, such as on educational visits.

6. Poor and unacceptable behaviour

6.1. Whilst the Trust will focus primarily on maintaining a culture and ethos that promotes positive behaviours it is essential that there are systems in place to tackle, on a consistent basis, poor behaviour that detracts from learning, may be harmful to an individual or others or be illegal.

6.2. **Poor or unacceptable behaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.

- Deliberate non-completion of classwork or homework.
- Poor attitude to learning or interactions with others.
- Incorrect uniform.

6.3. **Serious misbehaviour** is defined as:

- Repeated breaches of the school rules despite these having been brought to the pupil's attention.
- Any form of bullying.
- Sexual violence, such as rape or sexual assault (including intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - a) Sexual comments.
 - b) Sexual jokes or taunting.
 - c) Physical behaviour such as interfering with clothes
 - d) 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 including:
 - a) Knives or weapons.
 - b) Alcohol.
 - c) Illegal drugs.
 - d) Stolen items.
 - e) Tobacco and cigarette papers.
 - f) E-cigarettes or vapes.
 - g) Fireworks.
 - h) Pornographic images
 - i) 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 themselves).

7. **Bullying**

7.1. Bullying behaviour is contrary to the Catholic values which form the foundation of the culture of all our schools and will not be tolerated in any form. Bullying can have a long-term impact on an individual and is:

- harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide;
- interferes with a pupil's right to enjoy his/her learning and leisure time free from intimidation;
- is contrary to everything we stand for as a Catholic, values driven Trust.

7.2. Bullying is defined as **actions which are intentionally hurtful, repeated, often over a period of time.**

7.3. 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">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	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, gaming sites, devices or via images, audio, video, or written or visual content generated by artificial intelligence (AI).

Signs and Symptoms

- 7.4. Staff have been trained to identify behaviours that may indicate a pupil being bullied. Potential signs of a pupil being bullied could include:
- Being frightened of walking to or from school or between classes.
 - Not wanting to go into vulnerable areas of the school i.e. toilets, library, dining hall.
 - Being unwilling to go to school.
 - Becoming withdrawn, anxious, or lacking confidence.
 - Sudden changes in behaviour or engagement with others.

Tackling bullying

- 7.5. Staff will be vigilant of the above signs and seek to speak to and support any pupil exhibiting these behaviours including encouraging them to report instances of bullying.
- 7.6. Curriculum and non-curriculum time will be used to raise the risks and damaging impacts of bullying and to reiterate the actions pupils can take if they are the victim of bullying or see bullying carried out by others.

- 7.7. All incidents of bullying will be recorded by staff and addressed promptly. Where a perpetrator of bullying has been identified, their parents/ carers will be contacted and asked to support the school in addressing such behaviour. Where appropriate, the police may be notified.
- 7.8. A firm restorative approach will be taken with anybody found to be bullying other pupils or adults including:
- The bully (bullies) will be asked to genuinely apologise, if the victim(s) consents.
 - The pupil will be placed on a behaviour plan.
 - Coaching or mentoring.
 - The perpetrator(s) will spend a period of time with the respective Key Stage Leader, reflecting on their behaviour with a member of the Senior Leadership Team. In this time, they might revisit elements of the PHSE/RSHE curriculum, which they have learned previously.
 - During the discussion, the school leader will discuss 'natural consequences' in order to explain to the young person that their actions and behaviours, whether positive or negative, will always have consequences.
 - Where possible, every effort will be made to rebuild positive relationships between perpetrator and victim.
- 7.9. Sanctions including suspension and permanent exclusion will also be considered in line with the Trust's Suspension and Permanent Exclusion Policy.
- 7.10. After an incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- 7.11. Those subject to bullying will be offered targeted support which may include counselling or additional pastoral support.

8. Graduated Response

- 8.1 All incidents of misbehaviour will be dealt with promptly in line with this policy. Headteachers and staff will take a graduated response to managing misbehaviour, which will include:
- Constructive reinforcement of the school's values and expectations through assemblies, school masses and through the curriculum.
 - Responding to misbehaviour as it occurs so that pupils understand when they have misbehaved and how to resolve the matter.
 - Speaking to a pupil on a one-one basis to enable them to understand their actions and the impact it has had.
 - Undertaking restorative conversations with the pupil so that they understand the impact of their actions and apologise where necessary.
 - Accessing pastoral support and other interventions to support resolution and a return to expected standards of behaviour.

- The issuing of sanctions including removal from the classroom or detention.
- The engagement of parents and carers to establish a united position in addressing misbehaviour.
- The implementation of stronger sanctions as set out on the Trust's Suspension and Permanent Exclusion Policy.

In issuing sanctions these will be proportionate to the incident and consistent with how interventions or sanctions are applied to other pupils.

9. Pupils with additional needs

- 9.1. The Headteacher and staff have the absolute right to sanction any pupil whose behaviour falls below expectations. Each incident will be considered on its merits, but staff will consider the wider background of the pupil when determining the graduated response to the incident to ensure sanctions are applied consistently and proportionately.
- 9.2. The Headteacher or staff member will assess the appropriateness of the sanction in the context of the pupil's additional needs and make reasonable adjustments if required. The Headteacher will be the final arbiter of any sanction issued.
- 9.3. The school's special educational needs co-ordinator (SENCO) may be asked to offer support or advice in regard to 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 specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- 9.4. When acute needs are identified in a pupil, the school may liaise with external agencies and plan support programmes for that child. Parents/ carers will be engaged in any such discussions.
- 9.5. For pupils on a Education, Health Care Plan (EHCP) the school will liaise with the local authority before issuing a sanction that will result in the pupil being off site (e.g. suspension or permanent exclusion). The school should call for an emergency review of the EHC plan.
- 9.6. Where a pupil is looked after or previously looked after, the school will liaise with the Virtual Head prior to issuing a sanction that results in the pupil being off site (e.g. suspension or permanent exclusion). Whilst the Trust encourages dialogue with external agencies, the Headteacher remains legally empowered to suspend or exclude any pupil should the misbehaviour be serious enough.

10. Roles and Responsibilities

The Trust Board and Local Governing Body

- 10.1. The Trust Board is responsible for reviewing the Trust's Behaviour Policy and approving any amendments following changes to legislation, best practice, or feedback from Headteachers.
- 10.2. The LGB is responsible, alongside the Headteacher, for reviewing the policy in line with the school's ethos and practice. The LGB will review trends in suspensions and permanent exclusions as part of their annual work programme.
- 10.3. Ensuring effective training is in place to support staff in managing behaviour within school.

The Headteacher

- 10.4. The headteacher is responsible for:
- Ensuring that the school environment encourages positive behaviour.
 - Ensuring that staff deal effectively and consistently with poor behaviour.
 - Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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 set out in this policy.
 - 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

- 10.5. 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.
 - Adapting the curriculum and interventions to the specific behavioural needs of particular pupils.
 - Considering the impact of 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.
- 10.6. The senior leadership team (SLT) will support staff in responding to behaviour incidents. It is for teachers and support staff to address behaviour incidents as they occur in the classroom through quality first teaching and targeted interventions.

Parents and carers

- 10.7. Parents and carers, 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, and explaining the consequences of poor behaviour.
 - Support the school's ethos and work with the school to uphold those expectations.
 - 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 or reintegration meetings).
 - Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
 - Take part in the life of the school and its culture.
- 10.8. 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 constructively address behavioural issues.

Pupils

- 10.9. Pupils will be made aware when they start school and on an ongoing basis:
- 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 standards, and the consequences they will face if they don't meet the standards.
 - The pastoral support that is available to them, to help them meet the behaviour standards.
- 10.10. Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be expected to model high standards to other pupils including pupils younger than themselves, or new to the school. 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.

11. Safeguarding

- 11.1. 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.
- 11.2. 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.
- 11.3. Interventions will be in accordance with the Trust's Child Protection and Safeguarding Policy.

12. Reasonable force, searches and confiscation

Reasonable Force

- 12.1. Reasonable force is a rare, but on occasions necessary step to prevent a pupil harming others or themselves. Staff have a duty to use reasonable force to prevent a pupil from:
- Causing disorder.
 - Hurting themselves or others.
 - Damaging property.
 - Committing an offence.
- 12.2. Any interventions requiring reasonable force will be carried out by trained staff unless child/other children are in imminent danger.
- 12.3. 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/carers.
- 12.4. 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.

Searches and Confiscation

- 12.5. Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)
- 12.6. Any prohibited items found in a pupil's possession as a result of a search, will be confiscated. These items may be returned to pupils after discussion with senior leaders and parents/carers, if appropriate. Illegal items will be retained and stored in a locked cabinet/safe. The police will be informed.
- 12.7. Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves and has received the appropriate training.
- 12.8. Staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. In exceptional circumstances the staff member carrying out the search may be of the opposite sex. This may occur when:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

- 12.9. In the exceptional circumstance when an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.
- 12.10. If the member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or deputy) who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.
- 12.11. A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. Appropriate consideration will be given to the age and needs of pupils (e.g, SEND) being searched and the factors that may influence the pupil's ability to understand what is happening to them and their ability to give informed consent.
- 12.12. An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.
- 12.13. Before carrying out a search the authorised member of staff will:
- Assess whether there is an urgent need for a search.
 - Assess whether not doing the search would put other pupils or staff at risk.
 - Consider whether the search would pose a safeguarding risk to the pupil.
 - Explain to the pupil why they are being searched.
 - Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your coat”.
 - Explain how and where the search will be carried out.
 - Give the pupil the opportunity to ask questions.
 - Seek the pupil's co-operation.
- 12.14. If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Headteacher or Designated Safeguarding Lead, to try to determine why the pupil is refusing to comply.
- 12.15. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

- 12.16. The authorised member of staff can use reasonable force to search for any prohibited items identified in paragraph 6.3 of this policy, but not to search for items that are only identified in the school rules.
- 12.17. An authorised member of staff may search a pupil's outer clothing, pockets, possessions (outer clothing refers to clothes that don't wholly touch the skin such as a coat, jumper, shoes). A metal detector could be used for this purpose.
- 12.18. A search can also be carried out on a pupil's bag, locker or desk.
- 12.19. Except in exceptional circumstances searches should not be carried out on whole classes or year groups. Searches should be targeted on specific individuals based on clear evidence or reasonable suspicion. The indiscriminate use of searches risks undermining the wider positive culture fostered by the school between adults and pupils.
- 12.20. It will likely be impractical to search a large group of pupils' bags at the same time whilst maintaining privacy of the individual. Searches should be carried out discreetly away from other pupils. Bag searches for example should not be undertaken routinely for example in class, as any personal possessions then become visible causing potential distress or embarrassment.
- 12.21. All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.
- 12.22. Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable. This should include what happened, what was found, if anything, what was confiscated, if anything, and what action the school has taken, including any sanctions issued.
- 12.23. Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be affected emotionally or potentially suffer harm as a consequence of a search and hence whether pastoral support is needed to be put in place.

Strip searches

- 12.24 Staff in SRSCMAT schools are not authorised to carry out strip searches. Strip searches on school premises can only be carried out by the police in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#). A decision to call the police to undertake a strip search should only be undertaken by the Headteacher following consultation with the Chief Executive or Director of Performance and Standards. Any decision must be on the basis that all other avenues of resolution have been exhausted and that such a search is necessary as the item in question may cause harm to others or the pupil themselves. Any such search must be undertaken on accordance with the Department for Education advice: [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)

13. Off-site misbehaviour

- 13.1 Sanctions may be applied where a pupil has misbehaved off-site when representing the school or where it is clearly visible that the child attends the school (e.g. when wearing their school uniform). 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 their school uniform.
- In any other way identifiable as a pupil of the school.

- 13.2 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.
 - Amounts to bullying of a pupil outside of school (e.g. via social media).
 - Has a reputational impact on the school or Trust.
- 13.3 Sanctions for misbehaviour outside the school premises will only be issued when the pupil returns to the school site, unless the pupil is in the lawful control of a member of staff, such as on a school trip (so long as it doesn't generate additional safeguarding risks or escalation in misbehaviour, in which case the sanction should be issued on the return to the school premises).

14. Suspected criminal behaviour

- 14.1. If a pupil is suspected of criminal behaviour, then the matter will be reported to a member of the Senior Leadership Team on the basis that the matter be referred to the police. Any internal investigation will be undertaken in such a way as to preserve evidence to hand over to the police.
- 14.2. It will be for the police to take the action it deems necessary. The school can carry on with its own investigations and issue an appropriate sanction, as long as such an investigation doesn't interfere with the police investigation.
- 14.3. The Designated Safeguarding Lead should be notified and a risk assessment undertaken in regard to referring the matter to social care, as appropriate.
- 14.4. 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.

15. Malicious allegations

- 15.1. 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. Given the seriousness of the allegation, the presumption will be that a sanction **will** be issued in all but the most exceptional cases.
- 15.2. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil or 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. Given the seriousness of the allegation, the presumption will be that a sanction will be issued in all but the most exceptional cases.
- 15.3. 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.

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

15.5. Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

16. Induction Process

- 16.1 As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:
- The proper use of restraint.
 - The needs of the pupils at the school
 - How SEND and mental health needs can impact behaviour.
 - Our Behaviour Policy and systems, notably the St Mary's Way behaviour curriculum, and how they are implemented within our school.
 - Our expectations of behaviour in all areas of school and beyond.

17. Monitoring

- 17.1. At a school level, behaviour incidents will be recorded on the school's Management Information and safeguarding systems. This will include data in regard to:
- Behavioural incidents, including removal from the classroom.
 - Attendance, permanent exclusions and suspensions.
 - Use of pupil support units, off-site directions and managed moves.
 - Incidents of searching, screening and confiscation.
 - Perceptions and experiences of the school behaviour culture including whether pupils and staff feel safe (drawn from anonymous surveys undertaken periodically).
- 17.2. The data should be reviewed routinely by the schools SLT and reported as part of the Headteacher's Report to the LGB.
- 17.3. At a Trust level, trends in data will be reported to the Curriculum and Standards Committee to ensure behaviour in schools is being managed effectively, promoting the Trust's Catholic values and ensuring an environment where pupils are able to learn and grow.
- 17.4. Analysis of trends will focus on whether any particular cohort of pupils, is disproportionately affected by this policy and what mitigations may be required to ensure the Trust's compliance with its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school and Trust will review its policies to tackle them.

Appendix 1: St Mary's CVA, Marple Bridge School Rules and Behaviour Principles and SRSCMAT Written Statement of Behaviour Principles

The school and Trust's behaviour principles have their foundations in the teachings of Jesus Christ and the Trust's core mission of growing in faith and serving with love. To that end every school is committed to a culture of celebrating behaviours that foster respect, kindness, community and achieving our full potential. Where behaviours fall below expectation a proportionate and empathetic graduated response will be implemented which encourages an individual to reflect on their actions and the impact those actions have had on others.

As a school our school rules and approach to managing behaviour includes:

Mission and Aims

We, the staff of St Mary's Catholic Voluntary Academy, believe that our Behaviour Policy must take on the life teaching of Jesus. St Mary's Behaviour Policy also reflects the mission statement, overall philosophy and ethos of our school which states that we are concerned with the development of each individual child taking into account his/her specific needs and abilities. We believe that this development must take place within the distinctive nature of a Catholic environment.

Behaviour at St Mary's is based on self-discipline and mutual respect, whilst encouraging children to be followers of Christ. This can only be achieved through consistency of approach and close partnership between parents and staff. The behaviour policy also follows the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and/or disabilities (SEND). We believe that positive discipline is essential as it enhances the quality of the learning, ensures good working habits and encourages responsible attitudes towards one another. At the heart of our behaviour policy are our SANCTA Values:

Support Aspire Nurture Challenge Trust Achieve

These values are underpinned by our Mission Statement:

As parents, staff and governors, we plant the seeds that one day will grow. We water the seeds already planted, knowing that they hold future promise. We are prophets of a future not our own. (St Oscar Romero)

Through positive discipline, high expectations, encouragement and praise we want to develop the self-esteem of our children so that they become confident, responsible, resilient and caring individuals.

Rationale

We all have a right to a safe, orderly, positive environment in which learning and teaching can be carried out effectively. Our aim is to teach children to hold themselves to the highest standards of exemplary behaviour following and living out our SANCTA values: support,

aspire, nurture, challenge, trust and achieve. For us this means that pupils are always respectful, responsible and ready to learn.

The purpose of this policy is to ensure that children experience a consistent and clear response from all the adults and other children in school so that everyone understands that inappropriate behaviour is not tolerated and explicit teaching can take place so that we can 'live and learn journeying with Mary to Jesus for the greater glory of God.'

Guidelines

1. Our Behaviour policy is designed to recognise, promote and celebrate the fact that our children behave appropriately and make good choices.
2. We work closely with parents to support our Behaviour Policy and we will share it as fully as possible with them.
3. Behaviour is learned, just as Maths and English are. The St Mary's Catholic Voluntary Academy Way is taught as part of the Curriculum so that children know and understand what good behaviour looks like and is expected at St Mary's Catholic Voluntary Academy.
4. Staff are involved in formulating policy and are properly trained to implement it.
5. Our Behaviour Policy does not refer to "punishment" or "sanction". Instead, children understand that there is always a consequence to their behaviour.
6. When physical intervention is required to ensure a safe environment, staff use the appropriate techniques to secure a calm and safe outcome.
7. Staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action." Use of Reasonable Force DfE circular 03/12
8. Teachers and the Safeguarding Team will hold a register of those children whose behaviour choices are causing concern.
9. Each class will have a copy of the pocket principles, Fantastic Listening and Walking, STEPS and SHAPE displayed in class.
10. Staff will work closely with the Senior Leader with responsibility for Wellbeing, Vulnerable Children's Team, Lead Behaviour Professional and the SENCo to ensure that pupils at risk receive specialist support when necessary.

Three Pocket Principles

At St Mary's Catholic Voluntary Academy we have three simple principles that underpin our behaviour policy.

These are –

- Be Respectful
- Be Responsible

- Be Ready to Learn

These 'pocket principles' are designed to be easy to understand for all children, parents and stakeholders.

The Fantastics

We also follow the principles of Fantastic walking and Fantastic Listening.

Fantastic walking is:

Face forward

Stand up straight

Arms behind our backs

Not talking

This encourages children to have pride in themselves as they walk around school. It discourages running and bumping into each other.

Fantastic Listening is:

Face Forward, hands together

Always sit up straight

Never interrupt

Track the Speaker

STEPS

Steps teaches children how to be polite. Someone who is polite has good manners and behaves in a way that is not rude to others.

Steps to politeness:

Show respect

Thank you

Excuse me

Please

Smile

At St Mary's Catholic Voluntary Academy, our intention is to manage behaviour by building school culture – making school a place where pupils work hard, model strong character, are polite and attentive, and strive to do their best.

We want to ensure that we have 100 percent of students. 100 percent of the time, 100 percent of the way.

We will step in to address distractions at an early stage, fixing it non-invasively, without breaking the thread of instruction.

We will use the following techniques so that we know when to step in to fix behaviour, without anyone else recognizing a potential issue:

Technique	Description
Narrate the positive	Describe the positive actions that students are making e.g. 'I can see Ben has put his pen down and is ready to listen' 'I can see Bella is ready to Fantastic walk'

Be Seen Looking	Scan the room in a highly visible manner. Ensure all students know that you are looking.
Least Invasive Intervention	Use non-verbal signals to correct slips in behaviour. Keep your hands free where possible to enable least invasive hand signalling.
Pastore's Perch	Stand in a position in the room where you can see all of the students easily.
Means of Participation	Be clear about the way to participate in the lesson e.g. 'With a hand up, who has a good answer?', 'Working in silence, I want you to begin the task.'
Step Away from the Speaker	Take a step back from the pupil who is speaking so that it is clear that what they are saying is for the whole class and not a private conversation.
Brighten Lines	Give clear instructions and time limit, check that students understand the instructions, then give a clear signal to begin work. E.g. 'Everybody ready to start in 3,2,1... Go'
3:30:30	When pupils begin working, move to a position of vantage and scan the room for 3 minutes. If a child needs help, they can wait or you can spend 30 seconds talking to them before returning to scan the room.

Child on Child Abuse

All staff are aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult and reported to the Designated Safeguarding Lead or other nominated designated safeguarding staff immediately.

Challenging Behaviour

Occasionally children will show more challenging behaviour and do not follow the St Mary's Way. This could be disrupting the learning of others on a number of occasions, showing disrespect to adults and other children, hurting other children verbally or physically, or disengaging from learning for a prolonged period. Teachers should inform their Key Stage Leader as soon as they become concerned that the child is not responding to their high expectations. Consequences could be:

- Loss of breaktime and lunchtime
- Removal from class for a short period of time
- Support in the Wellbeing Room
- Reminder of expectations by both the Class Teacher and a member of SLT

If the child continues with this challenging behaviour, parents/carers will be called into school for a meeting with the classteacher and Key Stage Leader. At this meeting it will be made clear that the behaviour is unacceptable and that if it continues the child may be at risk of a Fixed Term exclusion. An individualised behaviour plan will be discussed, and expectations will be clarified, including support from parents/carers. Actions implemented at this stage may be:

- Behaviour contract
- Use of timer to measure disengagement from Learning
- Lost Learning Time after school
- Team around the child meeting including SENCO and Lead Behaviour Professional
- Referral to external support
- Structured timetable for Lunchtimes
- Rag rated hierarchy of behaviour shared with all staff to ensure consistent behaviour management
- Daily contact with parents
- Implementation of daily diary recording sheets and analysis

Inappropriate Behaviours

Inappropriate behaviours are those which are deemed to be unacceptable to others. Although not an exhaustive list these behaviours may include: disobedience, biting, spitting, hitting and kicking, foul language and swearing, making unkind remarks, damaging property, answering back, rudeness or aggression to others, stealing, truancy, racist comments, forming gangs, bullying and bringing onto school premises prohibited items as outlined in the January 2018 document 'Searching, screening and confiscation'. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen Items
- Tobacco and Cigarette papers
- Fireworks
- Pornographic images
- Any article that a member of staff 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)

The school also prohibits the following items:

- Lighters
- E Cigarettes (vapes)
- Mobile phones

Mobile phones are prohibited in classes. We do recognise that mobile phones can be used as a safety measure for children in Year 6 who walk to and from school. Therefore, Year 6 children who walk to and from school can bring a mobile phone into school and leave it in our school office for safe keeping during the school day and collect it at 3:15pm.

Serious Sanctions

At St Mary's Catholic Voluntary Academy, we shall endeavour to solve any behaviour concerns before this point. However, continued disruptive behaviour or serious incidents of misbehaviour may result in an internal exclusion, suspension or Permanent Exclusion. At St Mary's, these measures are seen as a last resort. Suspension has occurred very rarely and for short periods only. Advice would also be sought from the Local Authority and the St Ralph Sherwin Catholic Multi-Academy Trust and in the absence of the Headteacher, the Deputy Headteacher would deal with the matter and also seek advice from the Local Authority and the Multi-Academy Trust. To date, no child has been permanently excluded from St.Mary's. However, it is important as part of this policy that the systems for exclusions are detailed.

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the class partner teacher or a member of the Senior Leadership Team (depending on the sanction stage) and will be removed for an amount of time as outlined in the sanction stage in Section 7 of this policy but no longer than a session.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so.

The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning coaches
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

Suspension and permanent exclusions

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.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

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 causing any substantial disadvantage to a disabled pupil 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 provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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.

St Mary's Catholic Voluntary Academy's approach to anticipating and removing triggers of misbehaviour includes:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

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?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

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.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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 specialist teachers, 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.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

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.

The Stockport council SEND Team can be contacted by email specialeducation@stockport.gov.uk or via telephone on 0161 474 2525.

Supporting pupils following a sanction

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

- This could include measures like:
- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

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(s). In addition, staff members hold transition meetings.

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

As a Trust the principles upon which this policy has been developed are that:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times, modelling the behaviours we all want to see in others.
- Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The Suspensions and Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- Pupils are helped to take responsibility for their actions in a restorative way.
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life.
- The Trust Board and LGB affirm that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2 – Reward Systems and Consequences

Achieve 500

At St Mary's Catholic Voluntary Academy we have a class points system to reward effort and behaviour.

Children receive Dojo points for making positive choices about their behaviour which are linked to our three pocket principles of respectfulness, responsibility and readiness to learn and in addition resilience and being a role model.

Points should be given one at a time, not in multiples. When the class have achieved 500 points, the whole class will receive a reward such as extra playtime, film afternoon.

Consequences

- Consequences do not work in isolation. They must be balanced with positive support.
- Consequences must be something that children will learn from, but they must never be physically or psychologically harmful.
- Consequences are a choice.
- Where appropriate children can discuss their own consequences with an adult guiding the discussion.
- Consequences do not have to be severe to be effective.
- Consequences should aim to resolve and 'put right' the consequences of the initial negative behaviour.
- For more serious incidents, parents will be informed and expected to come in to school to discuss the incident.

Examples of relevant consequences

- Children who have deliberately made a mess in the classroom should make the choice to tidy up in their own time.
- A child who has wasted learning time in class should make the choice to catch up with their learning in their own free time.
- A child who has been rude to another pupil should make the choice to apologise and make amends.
- A child who has been disruptive at playtime should make the choice to miss their next playtime.

Appendix 3 - Dealing with behaviour incidents

Low-level disruptive behaviour in lesson

1. Use as appropriate - a look, moving to stand beside the pupil, praising someone who is following the instruction, a short instruction to stop what they are doing.
2. Repeat the instruction to the pupil - no more than twice.
3. Move the pupil to another area in the classroom and ensure they understand the consequence of not following the instruction
4. Pupils who choose to waste learning time are required to make up lost learning time in their own free time. Parents will be contacted if a child's poor choices persist.

If low level behaviour persists then...

5. The child will be taken to another classroom (partner teacher) to calm down and reflect on their behaviour for a specified period of time (e.g. ten minutes) They are expected to return to class and make positive choices.
6. Parents/carers will be contacted if Class Teachers are concerned with behaviour of a particular pupil. Parents may be asked to meet with the Class Teacher regularly to monitor behaviour (e.g. parents may come in on a Friday afternoon to review the week).
7. For pupils causing concern as a result of persistent poor choices then a '**behaviour contract**' will be implemented which sets out what is expected of that child and the consequences of continued poor choices. Reward charts may be put in place to help manage behaviour.

More Severe Behaviour Incidents

1. Serious physical aggression to staff or pupils.
2. Persistent verbal abuse.
3. Refusal to accept an instruction leading to an unsafe situation i.e. directly challenging staff with risk to children's or adults safety.

4. Serious willful damage to property.

Use the appropriate intervention to de-escalate and then remove the pupil to a safe place. In such severe cases if pupils fail to learn from their choices then they will be suspended for a minimum of half a day. We always aim to exclude pupils internally where possible. An internal exclusion may include spending time in another class for a limited time and losing privileges such as playtime with their friends. Teachers will set appropriate work for pupils to complete during the internal exclusion.

Recording serious incidents

Serious incidents are to be recorded on Arbor using the behaviour module. Teachers will log incidents that are deemed significant for that child.

See below for a list of significant incidents that would be logged on Arbor (this list is not exhaustive but merely to be used as a guide)

- Intending to cause or causing physical harm to another
- Persistent name calling or bullying
- Swearing at people
- Refusal to take part in learning for a significant period of time.
- Disobeying a member of staff repeatedly

In cases where children are able to quickly identify they have made bad choices in their behaviour and make reparations there is no requirement to log incidents. E.g. a child flicks a rubber across the classroom and apologises.

Restorative Approach is a technique used to help resolve problems. The essence of the approach is:

- to work with the person rather than the problem;
- to look for resources rather than deficits;
- to explore possible and preferred futures;
- to explore what is already contributing to those possible futures;
- and to treat pupils as the experts in all aspects of their lives.

Safe Handling

Team Teach is an approach to resolving challenging behaviour by employing de-escalation strategies to ensure calm and safe outcomes. It involves the intervention of trained staff to prevent violence and injury. It may require the use of physical intervention as part of a reasonable response to threats of violence. Children may as a consequence be held in a variety of prescribed ways to ensure a calm and safe outcome to these challenging situations.

Physical intervention can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

We may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Appendix 4 - Logging Behaviour Incidents in Arbor

1. Log in to Arbor using username and password.
2. Click on Modules tab on the left hand side.
3. Select 'Behaviour'.
4. Select 'Management'.
5. Search for a pupil using their surname in the 'Search' box.
6. Click on the 'Add Incident' symbol on the right-hand side then choose Negative Behaviour.
7. Select the appropriate information from the drop-down
8. boxes including nature of incident, person reporting the incident and time of day.
9. Write a description of the events relating to the incident. The written information should describe the antecedents leading up to the behaviour, the behaviour itself and the consequences that followed.
10. Finally, click 'Save' at the bottom of the form.

Note

Consequences should never be logged as an 'exclusion' or 'lunchtime exclusion' unless this has been authorised by the headteacher. If the consequence involves a child missing their playtime, then this must be logged as 'Loss of Privileges'.

Appendix 5 - written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- Behaviour at St Mary's is based on self-discipline and mutual respect, whilst encouraging children to be followers of Christ.
- We view behaviour as communication of an emotional need and we respond to this accordingly.
- All pupils, staff and visitors are free from any form of discrimination.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstance.

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the head should be sent for. If unavailable, the deputy or most senior staff member available should be called.

Our 'Use of Force Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Staff are trained in 'Team Teach' for safe handling and de-escalation techniques.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The headteacher should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as

trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Movement in and around School

All movement in and around school should be purposeful using Fantastic Walking. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions).

- Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a 'Dojo'.
- Movement Around School - Suggested Procedures for Large Groups
- Call the group together using the familiar phrase: 'Can I have your attention please?'
- Give out any instructions and set expectations.
- Use and enforce 'Our Line Up Code'.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

Movement Around School - Suggested Procedures for Individual Children

- Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.

- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.

A minimum of two staff members are required to supervise playtimes for each department. Supply teachers should cover the duty of absent teachers but should never be without support.

Staff on duty should be present on the playground by 8:45am to open the door, when children are asked to arrive, and again after school to see them safely off the premises. One should be present on the yard as children are released, the other should help ensure the building is quickly vacated before joining his/her colleague. No hot drinks should be taken onto the playground unless they are in a lidded cup.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. The 'Playground Book' needs to be taken out every playtime to record the application of these procedures and track the behaviour of individuals. Any incidents should be logged on Arbor.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. One member of staff per yard area maximises levels of visual supervision.

Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines, joining at the back of the line. Staff send children in a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a 'Dojo'.

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that departments are never left unsupervised.

Playground procedures

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the corridor, putting on coats etc. Children should be well informed by their teachers that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime. Children are not allowed back into school during playtimes. Children are not allowed to remain in the building unsupervised unless they have 'Trusted Pupil Status'.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs should be lightweight, no larger than 75% full size and should

only be used in appropriate conditions at the discretion of the duty teachers. Any misuse of playground equipment will lead to confiscation.

Any other behaviour at playtime should be dealt with by the teachers/teaching assistants on duty, or reported to a senior member of staff according to severity or frequency, (refer to Playtime Sanctions).

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.

After playtime, all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).



Appendix 6: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINEE'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE



Appendix 7: behaviour log

Pupil's name:	
pupil's known protected characteristics:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
when did the incident take place? (before school, after school, lunchtime, break time)	
what happened?	
who was involved?	



Pupil's name:	
pupil's known protected characteristics:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
What actions were taken, including any sanctions?	
is any follow-up action needed? if so, give details	
people informed of the incident (staff, governors, parents, police):	



Appendix 8: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:



Parent name:

Parent signature:

Date: -----



Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Please contact the school office to arrange a meeting.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____



Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,
_____ has continued to misbehave.

_____ would now benefit from a structured approach to help
improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special
educational needs co-ordinator and myself, to discuss how we can best support your
child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the
school to arrange the meeting.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____



Appendix 9 - Good practice

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self-esteem. Or, we can give them a positive experience which will build their self-esteem.

Never:-



- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear words