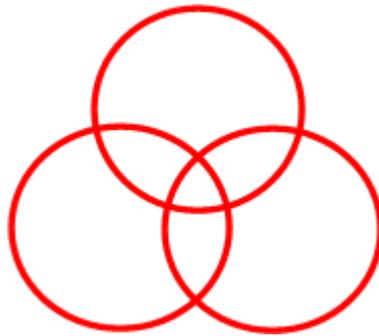


# **St Edmund's Catholic Primary School**



## **Behaviour Policy**

Agreed By Governors:  
Next Review Date:

January 2023  
December 2024

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## 1. Our Motto, Mission and Values

Our school motto is:

“In our school, every day, we learn, love and pray.”

Our mission is:

“A learning community, celebrating Christ in all, building a kingdom of love, hope and joy”

The **values** we cherish are...

- Christian values of forgiveness and love;
- care for others, especially the vulnerable;
- respect for the beliefs of others;
- inquiring minds and a spirit of curiosity;
- a love of learning and a zest for life.

All of these inform the aims and content of our school behaviour policy.

## 2. Aims

This policy aims to:

- provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices;
- foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill;
- provide a safe, respectful, equitable and happy school ethos where pupils can learn without limits;
- give staff the tools to enable them to support and equip children with strategies to self-regulate their behaviour and build positive relationships with others;
- outline our system of rewards and sanctions across the school;
- help learners take control over their behaviour and be responsible for the consequences;
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- ensure that excellent behaviour is a minimum expectation for all.

## 3. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)

- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [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

## **4. Our School Rules**

Be Ready, Be Respectful and Be Safe

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principle for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow. Our school has three rules: 'Be Ready, Be Respectful and Be Safe', which are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community. A further breakdown of each rule can be found in Appendix 1. However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In some cases, these children will have bespoke positive behaviour support plans, which may include targeted sanctions and rewards to reinforce positive behaviour.

## 5. Rewards

As a school, we reward positive behaviour in order to encourage our pupils. However, our long-term aim is for children to be able to make good choices because they are intrinsically motivated and recognise the positive impact of their decisions on their own wellbeing and on that of the people around them.

Expectations	Visible Consistencies	Over and Above Recognition
Be Ready Be Respectful Be Safe	Daily meet and greet  Persistently catching children doing the right thing – ‘Shout Outs’	Invitations to Celebration Friday  Home Contact, including postcards home.
<b>Relentless Routines</b>	Picking up on children who are meeting the St Edmund’s expectations	HT/ SLT recognition
Wonderful walking  Legendary lines	Praise and reminders (NB – not all children will respond well to these being made public)  Consistent language	

## 6. Unacceptable Behaviours

**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 like 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)

## 7. Bullying as an unacceptable behaviour

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

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

For more information about our approach to dealing with bullying, please see our anti-bullying policy.

## 8. Sanctions

Sanctions should:

1. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the offence and take into account the child and their needs. It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child. Where possible, sanctions should be either educational, in that they help a child to improve their behaviour, or protective, in that they protect others from the harm or disruption their behaviour is causing.

Our Behaviour Pathway

- 
1. Reminder
  2. Warning
  3. Space to cool off in class or in the nurture room.
  4. Follow up, repair and restore

Should adults feel, using their professional judgement, a senior member of staff needs to be part of the follow up / restorative conversation then the following will apply:

5. Pupil is taken to a member of SLT or the Headteacher (usually in that order)
6. Parents contacted to discuss next steps, which may include an internal sanction.
7. suspension
8. Permanent exclusion

Occasionally, some children may behave in an extreme way. Unacceptable behaviours may be accelerated through our system of Stepped Sanctions in order to be dealt with more quickly by a member of SLT. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss the incident /s. However, it is important to maintain that all adults can deal with these types of behaviour.

## 9. Responding to misbehaviour 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 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.

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.

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.

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.

## **10. Restorative Conversations**

St Edmund's Catholic Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are

displayed in every classroom. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. This practice will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour. Where another child has been hurt or upset and it is not possible to carry out a restorative conversation because of the emotional needs of either child, a written statement of impact may be used to help the child who has been hurt to communicate their feelings. The other child may or may not respond, depending on their individual circumstances.

## **11. Roles and responsibilities**

### **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 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 CPOMs 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 on CPOMs 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

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:

- 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 as 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.

## **12. School behaviour curriculum**

Our school rules are displayed around the school and explicitly explained to the children.

Furthermore, our RSE and PSHE curriculum support the children to develop a mature understanding of our values and how they inform our behaviour. This is supported by our work on Catholic Social teaching across the curriculum.

We also educate the children to understand their emotions and regulate their feelings through our use of the zones of regulation.

## **13. 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.

Please refer to our child protection and safeguarding policy for more information.

## **14. Reasonable force**

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.

## 15. Mobile phones

Pupils are not allowed to use their mobile phones at school. All mobile phones must be switched to silent and handed in at the school office at the beginning of the day. They will be stored in a locked drawer and can be collected at the end of the school day.

## 16. Confiscation and Searches

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

Any prohibited items (listed in section 6) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

### Searching a pupil

All members of staff should respect pupils' dignity and personal belongings. However, we recognise that in some exceptional circumstances, it may be necessary to search a pupils belongings or outer clothing. This should be a last resort and should take place only if there is a risk to the pupil or to those around them. 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. There will be another member of staff present as a witness to the search.

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.

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.

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 scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff should give due consideration to any safeguarding or other issues which may be related to the pupil's refusal to comply.

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 from causing disorder. The authorised member of staff can use reasonable force to search for any prohibited items identified in section 6, but not to search for other items.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 6
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 6), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

## **17. 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).

## **18. 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.

## **19. 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 or a deputy safeguarding lead 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.

## **20. Zero-tolerance approach to sexism, 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 and staff 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. These include clear processes for:

- 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

Please refer to our child protection and safeguarding policy for more information.

## **21. 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.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **22. Serious sanctions**

### **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.

Exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decision making processes.

### **23. Supporting pupils following a sanction**

In most situations, restorative conversations (see section 10) are the most appropriate tool for supporting children following a sanction or unacceptable behaviour. However, we use more formal reintegration meetings after a suspension. Parents should also be invited to a reintegration meeting and if they cannot attend, a member of staff may attend the meeting to support the child. The aims of a reintegration meeting are to:

- ensure that the child feels welcome back to school;
- ensure that the child is clear about why the suspension took place and the behaviour which is expected in future to prevent further suspensions;
- discuss any support that the child need in order to achieve the expected standard of behaviour.

Following a sanction, children may be offered the following support at school:

- regular meetings with the Nurture TA or another member of staff who can act as a mentor;
- a reward chart;
- an adapted timetable.

(This support may also be offered before a sanction if appropriate.)

### **24. Monitoring and Recording arrangements**

All behaviour incidents should be recorded using CPOMS as promptly as possible. Any follow-up should also be recorded as an action – this could include consequences, restorative conversations or contact with parents.

When recording behaviour incidents, please alert the following members of staff:

All of the Senior Leadership Team

The Class Teacher

The nurture TA if appropriate

The one-to-one TA if appropriate

The senior leadership team monitors CPOM reports regularly.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### **Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

The written statement of behaviour principles will be reviewed and approved by the full governing body annually.

## **25. Links with other policies**

This behaviour policy is linked to the following policies

- Child protection and safeguarding policy
- Positive handling policy
- Anti bullying policy

## Appendix 1:

### Appendix 1 Be Ready Be Respectful Be Safe

Be Ready	Be Respectful	Be Safe
<ul style="list-style-type: none"><li>• We arrive at school on time, every time.</li><li>• We arrive to lessons on time.</li><li>• We wear our uniform with pride and have the right clothes for PE and playing outdoors.</li><li>• We make sure we have the right equipment for all lessons.</li><li>• We fully partake in lessons and show a 'Growth Mind-set'</li><li>• We have the right attitude to learn.</li><li>• We complete our homework</li></ul>	<ul style="list-style-type: none"><li>• We always listen when someone is talking.</li><li>• We are polite and show good manners to everyone.</li><li>• We respect difference and know we are equal.</li><li>• We look after the equipment that we have been given.</li><li>• We look after our environment, tidy up after ourselves and never drop litter.</li><li>• We queue sensibly going into the dinner hall.</li><li>• We treat others as we wish to be treated ourselves.</li></ul>	<ul style="list-style-type: none"><li>• We follow instructions – first time, every time.</li><li>• We stand up to bullying of any kind.</li><li>• We walk sensibly and quietly around our school</li><li>• We know who to go for help and support.</li><li>• We stay safe online and outside school.</li></ul>

## Appendix 2

Steps to dealing with behaviour	
<p>1. Reminder / Redirection: I notice you chose to... (state the noticed behaviour). This is breaking the school rule of ... (state relevant rule). This is your reminder. Do you remember when... (Models of previous behaviour)? You now have the chance to make a better choice. Thank you for listening. (Give child 'take up time' and do not respond)</p> <p>Example: 'I notice you chose to run in the corridor. This is breaking the school rule of being safe. This is your reminder. Do you remember when I praised you for wonderful walking last week? You now have the chance to make a better choice. Thank you for listening.'</p>	
<p>2. Warning: I noticed you chose to...(state the noticed behaviour) This is breaking the school rule of ....(state relevant rule). This is the second time I have spoken to you so it is a warning. You need to ... (state sanction – e.g. speak to me after the lesson). Do you remember when... (Models of previous behaviour)? Think carefully. I know that you can make good choices. Thank you for listening to me. (Give child 'take up time' and do not respond to secondary behaviour)</p> <p>Example: 'I noticed you chose to continue shouting out in class. This is breaking the school rule of being ready to learn and respectful. This is the second time I have spoken to you so it is a warning. You will need to catch up with your work at playtime. Do you remember that yesterday you were on the recognition board for taking turns to speak? Think carefully, I know you can make good choices. Thank you for listening.'</p>	
<p>3. Space To Cool Off: (3.1- Classroom 3.2 – Nurture Room)</p>	
<p>3.1 Classroom I noticed you chose to ... (state the noticed behaviour). This is breaking the school rule of... You have already had a warning so you now need to ... (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc). We will talk about this later. Thank you for listening.</p> <p>Example: 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have already had a warning so you now need to sit in the quiet area. We will talk about this later. Thank you for listening.'</p>	<p>Child sent to designated area of the classroom.</p> <ul style="list-style-type: none"> <li>• 5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance.</li> <li>• Child to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc.</li> <li>• If behaviour improves, return to class. If not or if child refuses, move to Step 4. For regular occurrences:</li> <li>• Discussion with SLT: consider Behaviour Intervention.</li> </ul>
<p>3.2 Nurture I noticed you chose to ... (state the noticed behaviour). This is breaking the school rule of... You have already had a warning so you now need to ... (explain that they need to go to the nurture room). We will talk about this later.</p>	<p>Child sent to designated area.</p> <ul style="list-style-type: none"> <li>• Remainder of lesson or stated amount of time working alone without causing further disturbance.</li> <li>• Possible removal of privilege / playtime.</li> </ul>

<p>Example: 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have already had a warning so you now need to sit in the quiet area. We will talk about this later. Thank you for listening.'</p>	<ul style="list-style-type: none"> <li>• Teacher must provide work / activity for the child to complete and communicate this to colleague.</li> <li>• If behaviour improves, return to class. If not or if child refuses, move and is disrupting the class, a member of SLT will be called. For regular occurrences: <ul style="list-style-type: none"> <li>• Discussion with SLT: consider Behaviour Intervention and/or additional support.</li> <li>• Begin monitoring to identify areas of concern / possible causes/ appropriate targets.</li> <li>• Parents contacted by teacher to inform them that behaviour is a cause for concern.</li> </ul> </li> </ul>
<p>4. I noticed you chose to ... (state the noticed behaviour). This is breaking the school rule of... You are not showing me that you are able to be in class. I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go (if previously arranged). I will come and speak to you at the end of the lesson / next break / end of the day. Thank you.</p> <p>Example: 'I have noticed you have chosen to continue to use rude words. This is breaking the school rule of being respectful. You are not showing me that you are able to be in class. I will now contact Mrs Kirwan and you will need to complete your learning outside her office. I will come and speak to you at the end of the day. Thank you.'</p>	<p>Child escorted to / collected by appropriate adult.</p> <ul style="list-style-type: none"> <li>• From remainder of lesson through to a half day working alone without causing further disturbance.</li> <li>• Possible removal of a privilege / playtime.</li> <li>• Teacher must provide work / activity for child to complete as soon as possible after removal. For regular occurrences: <ul style="list-style-type: none"> <li>• Discussion with Lead / SENCO / Head Teacher as appropriate.</li> <li>• Parents informed of withdrawal by teacher or Lead / SLT depending on nature of incident.</li> <li>• Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, etc.</li> <li>• Referral to multi agencies i.e. Behaviour Support / Ed Psych, etc.</li> </ul> </li> </ul>
<p><b>Specific Playground Sanctions</b></p> <p>Adults MUST follow the stepped sanctions above, adapting steps 3-5 as below. You need to: 3. Stand by other staff member 4. Sit on the steps. 5. Go inside to ... I will come and speak to you in two minutes.</p>	
<p><b>Follow Up, Repair and Restore</b></p> <p>Adults will use restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.</p>	

1. What happened?
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? (KS1)
6. How have they been affected?
7. What should we do to put things right? (KS1)
8. How can we do things differently in the future?

## Appendix 3

Top tips for restorative conversations.

1. Don't sit behind a desk or on it.
2. However irritated you are with the behaviour that provoked the meeting, try to focus on the outcome you want.
3. Reserve enough time for the meeting.
4. Resist the urge to take copious notes.
5. If appropriate, have a glass of water ready for the pupil.
6. Leave the office/ classroom door open while you have the meeting.
7. Answer the questions yourself, not on behalf of the child but with your own reflections.
8. Be careful not to use judgemental language and this will taint the conversation and encourage a purely defensive reaction in the child.
9. Resist any interruptions.
10. Don't nit-pick uniform etc. at the beginning of the meeting.
11. End the meeting well. Plan how you are going to bring things to a conclusion. Take care not to open up other business at the close.

The recommended maximum number of questions for a restorative conversation is five. For some children, a smaller number may be more appropriate.

<p>1. What happened?</p> <p><i>It is important that you listen to the child's account as dispassionately as possible without interrupting or disagreeing. It is also important to give your account from your perspective without judgement.</i></p>
<p>2. What were you thinking at the time?</p> <p><i>This reflection helps the pupil to reconsider their actions and replay their thought processes. Their thinking at the time may have seemed irrational. However, it may not be obvious to the child that their initial thoughts might have sent them down the wrong path.</i></p>
<p>3. What have you thought since?</p> <p>Many doors are opened through this question that might allow the pupil a change of attitude, a shift in explanation or even the possibility of an apology. Some of their thoughts will have been negative, angry and frustrated. Some will lead the conversation off on a tangent and others will cut to the heart of a problem. You may need to help tease them out.</p>
<p>4. How did this make people feel?</p> <p>The child might have been unaware of how other people reacted to their behaviour. In the moment of crisis this might not seem significant, but in the aftermath it is important to shine a light on it.</p>
<p>5. Who has been affected?</p> <p>Often the first response is simply 'Me, I got sent out. I am missing my break. It was my pen that got broken.' It is only with gentle encouragement that the child can see the bigger picture.</p>
<p>6. How have they been affected?</p>

7. What should we do to put things right?

It is important that an apology is not demanded and there may be other ways to put things right.

8. How can we do things differently in the future?