

# St. Francis' Catholic Primary School



## Behaviour and Inclusion Policy

Date policy last reviewed: 16/10/2024

Signed by:

Miss Deakin

Headteacher

Date: 16/10/2024

Mr Blair

Chair of governors

Date: 16/10/2024

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## **Statement of intent**

At our school, we believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

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

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

## **Aims**

- To demonstrate and live out the gospel values
- To create an environment which encourages and reinforces good behaviour, in accordance with Christian teaching.
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour across the school
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the schools expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

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

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

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

## • 1. Legal framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

2. Pupil Code of Conduct
3. Social, Emotional and Mental Health (SEMH) Policy
4. Complaints Procedures Policy
5. Special Educational Needs and Disabilities (SEND) Policy
6. Suspension and Exclusion Policy
7. Physical Intervention Policy
8. Child-on-child Abuse Policy
9. Child Protection and Safeguarding Policy
10. Smoke-free Policy
11. Pupil Drug and Alcohol Policy
12. Searching, Screening and Confiscation Policy
13. Anti-bullying Policy
14. Pupils' Personal Electronic Devices Policy
15. Behaviour Action Plan

## 16. Roles and responsibilities

The governing board will have overall responsibility for:

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

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

The headteacher will be responsible for:

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

The senior mental health lead will be responsible for:

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

The SENCO will be responsible for:

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

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

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

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Executive Headteacher.
  - Deputy Headteacher
  - Subject leaders
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

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

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.

- Informing the school of any changes in circumstances which may affect their child's behaviour.

## 17. Definitions

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

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

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

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport



- Use of mobile phones without permission
- Graffiti

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

## **18. Staff induction, development and support**

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

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

Behaviour will always be considered in relation to a pupil’s SEND. If it is deemed that a pupil’s SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

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

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

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

Staff will know where and how to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

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

## 19. Social, emotional and mental health (SEMH) needs

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

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

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

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- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

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

## 21. Managing behaviour and behaviour levels

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring. Behaviour deemed unacceptable should be recorded on CPOMS with members and other required members of staff alerted to the incident

The pastoral lead/SLT will monitor reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

For the purpose of this policy, the school defines “**low-level unacceptable behaviour- level 1**” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

## BEHAVIOUR LEVELS

low-level unacceptable behaviour **(Level 1 Behaviours)**

Problem (examples)	Consequences
<p>Lack of respect for self and others</p> <p>Interrupting the Teacher</p> <p>Calling out</p> <p>Answering back</p> <p>Wandering around class without purpose</p> <p>Leaving the class unnecessarily eg toilet trips, etc...</p> <p>Behaviour which disrupts the learning of others (including uncooperative behaviour, attention seeking behaviour, mimicry, wasting time)</p> <p>Poor manners including lack of politeness, courtesy, forms of address</p> <p>Unacceptable levels of noise</p> <p>Bringing toys and other inappropriate equipment in class</p> <p>Eating in Class</p> <p>Spoiling other pupils' games or work</p> <p>Making inappropriate comments about others (including telling tales, name calling, teasing)</p> <p>Using inappropriate language</p> <p>Play fighting</p> <p>Poor response to instructions</p> <p>Poor lining up (break and lunch) including pushing in</p>	<p>The teacher in charge will deal with all Level 1 behaviour by consistently applying class rules and using de-escalation strategies. Golden Rules are to be reinforced at this level.</p> <p>If a child is not following their classroom rules then they are given a <b>non-verbal warning</b>. Should they continue to behave inappropriately they are given a <b>verbal warning and a caution</b>.</p> <p>The amount of verbal/verbal warnings, cautions given are done by age: Foundation Stage children receive four warnings, children in Year 1 and 2 are given three, Year 3 and 4 two and children in Year 5 and 6 are given one/two warning.</p> <p>After another incident the child moves to amber with a 30 second intervention. Once on amber, children are given a controlled choice by the teacher and reminded about behaviour standards, in an attempt for the children to recognise their behaviour and make better choices. If level 1 behaviour persists the child is given a time out, they move to red and the SLT are informed. Child then has a restorative conversation with the teacher or SLT. The child will lose a break time.</p> <p>If the behaviour continues that day/week/following week, they move straight to red and will have a time out with a member of the SLT. The member of SLT will discuss the behaviour issues and create an informal plan, which the child will write down to support acknowledging behaviour and taking responsibility of behaviour. If it is felt</p>

In school without permission i.e. in class or cloakrooms	necessary a child misses part of their lunch time and parents will be informed.  All behavior that reaches red needs to be recorded on CPOMS.
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Incidents for level 1 behaviour follow these steps:

	Steps	Actions
1	Reminder	A non-verbal cue leading to a reminder about the classroom rules delivered privately where possible. Repeat reminders if reasonable adjustments are necessary.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase "Think carefully about your next step". Give the child clear choices to improve behaviour. This may be repeated depending in their age.
3	Last chance	Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. 30 second intervention. Child moves to amber.
4	Time out	If behaviour continues, time out in the classroom. Or outside of the classroom if deemed necessary. Child moves to red.
5	Repair	Restorative conversation either in class with the staff or with a member of the SLT.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented: “**Low-level unacceptable behaviour – level 1**” may be escalated to “**unacceptable behaviour – level 2**”, depending on the severity or the persistence of the behaviour and may include:

Unacceptable and Seriously Unacceptable Behaviour ( <b>Level 2 Behaviours</b> )	
Problem	Consequences
Provocative behaviour towards others-taunting, enticing, Disobedience that endangers self and others Swearing/using unacceptable language or gestures Stealing Extreme inappropriate behaviour (verbal or physical) Defiance/Refusal to comply with the instructions of the Class Teacher or Supervising Adults Attempting to argue with a member of staff Rudeness to staff and other adults Lying Biting, punching, kicking, fighting, spitting Destroying the property of school or other pupils Hitting back Persistent level 1 behaviour	<p>Level 2 Behaviours will be recorded on CPOMS.</p> <p>Depending on behaviour, the child moves to either amber or red card and the child reports to a member of the SLT. All Level 2 behaviour are referred to the SLT. There is an immediate loss of break time for Level 2 behaviours and parents are contacted.</p> <p>If this happens more than three times over a short time period ( a half term) the child will miss all break times for a week and be put on an informal behaviour report by the SLT. An informal behaviour plan highlights the child’s behaviour each day, being reportable to parents for between 2-4 weeks. Outside agencies may also become involved, regarding SEND and SMHW if deemed necessary.</p> <p>If behaviour persists, the child will move to <b>an IBP (individual behaviour plan)</b> using PIVATS PSD target setting. The child and parents will meet regularly with a member of the SLT to identify small achievable targets to improve behaviour, If behaviour persists, it moved to level 3.</p>

“Unacceptable behaviour – level 2” may be escalated to “Serious challenging behaviour – level 3”, depending on the severity or the persistence of the behaviour and may include:

Serious Challenging Behaviour (Level 3 Behaviours)	
Problem	Consequences
Bullying Racial Abuse Dangerous refusal to follow instructions Swearing at staff Running out of school premises Physical Abuse of staff/supervising adult/other children Verbal abuse of staff/other children Persistent Level 2 behaviour	<p>The Headteacher and the parents will be involved immediately.</p> <p>There is an immediate loss of all break times and lunch break time (after the child has eaten and had a comfort break). The child will be put on official <b>daily behaviour report</b> and will <b>work in isolation (if deemed necessary)</b>. All privileges are withdrawn, for this period of time. Individual cases will be dealt with accordingly with parental involvement.</p> <p>If behaviour persists, the child will move to <b>an IBP (individual behaviour plan)</b> using PIVATS PSD target setting. The child and parents will meet regularly with a member of the SLT to identify small achievable targets to improve behaviour, If behaviour persists, it moved to level 3.</p> <p><b>If behaviour continues/ there is not a substantial improvement with behaviour further involvement with outside agencies and the Inclusion Team support may be required, with the implementation of a revised behaviour contract.</b> The headteacher will consider whether the pupil should be suspended, in line with the school’s Suspension and Exclusion Policy, and will determine the length of the suspension. Alongside alternative options such as a managed move or off-site direction.</p>

Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment may be will be carried out at – Unacceptable behaviour level 2. This stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour. Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget. Where SEND is not identified the behaviour policy will be enforced.

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

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

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

## **7. Prevention strategies, intervention, and sanctions for unacceptable behaviour**

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

### **Initial interventions**

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

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

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

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units



- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan.
- PIVATS PSD support tool

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

## **8. Sexual abuse and harassment**

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

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

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

## **9. Smoking and controlled substances**

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

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

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

## **10. Prohibited items, searching pupils and confiscation**

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

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

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

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

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

## **11. Effective classroom management**

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.

- Have well-planned lessons with a range of activities to keep pupils stimulated.

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

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

## Understanding behaviour

Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- Antecedent **(A)**: what happens before the behaviour occurs.
- Behaviour **(B)**: the behaviour that occurs.
- Consequence **(C)**: the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be monitored?

## Behaviour curriculum

At Our School, there are clear, agreed steps to sanction inappropriate behaviour.

### How it works

Each class has a values based dojo points system based on positive behaviour and positive outcomes. Children are rewarded for positive behaviour, linked to the schools and gospel

values. School values and Gospel values are promoted in the classroom and children are aware of how their positive behaviour is linked to school and gospel values.

With instances of poor/unacceptable behaviour (as stated in the charts above) children receive amber and/or red cards as sanctions and each child is dealt with by a member of the SLT. Dojos may be removed for negative behaviour. With instances of poor behaviour, where amber and red cards are used, children can no longer receive dojo points until designated period of time has passed and behaviour has improved.

## **Respectful code of conduct – Gospel Values**

The gospel values underpin our code of conduct.

They are: **courage, creativity, thankfulness, responsibility, compassion, peace, service, justice, trust, hope, love, forgiveness, friendship, humility, generosity and reverence and respect.**

Linking with our mission statement, we **‘encourage happiness, confidence and personal fulfillment’**. All members of the school community are asked to respect each other, by being kind, caring and considerate of each other’s feelings.

All children are encouraged to be ‘more like Jesus’ are expected to behave in a way that demonstrates the gospel values:-

- Respect their teachers, other adults and fellow pupils.
- Be courteous, helpful and considerate to others.
- Be respectful and obedient when asked to follow instructions given by a member of staff or adult in charge.
- Respect their own and other people’s property and to take care of school books and equipment.
- Walk around the school in a quiet orderly manner, always stepping aside to let an adult pass.
- Play carefully and sensibly in the school playground, not on the path or car park, to line up quietly on hearing the bell and walk into school in an orderly way.
- Wait quietly by the main door for an adult to supervise exit from the school building and never leave the premises without permission. The children should ask permission to retrieve the ball when it goes over the wall.
- If a child has grievances against another child it must be reported to a member of staff who will deal with the matter. After the matter has been dealt with our children are encouraged to say sorry and make friends immediately.
- Physical violence: - fighting, kicking or bullying will not be tolerated, neither will retaliation. These serious misdemeanors will be dealt with accordingly.
- Children should be helped to consider the feelings of others, to accept other children as they are irrespective of any differences. They should be taught to recognise bullying both of themselves and others and to report any incidents immediately to a member of staff. Staff should take all reports, of verbal or physical abuse, very seriously.
- Offensive language must not be used.

- Children are expected to be punctual and attend regularly. Occasions of absence and/or lateness in arrival must be accompanied by a note or telephone call of explanation.
- Children must not bring in sharp or dangerous instruments to school or items which might cause a problem eg toys or jewellery.
- Children should wear the correct school uniform – in a tidy fashion. Hair styles should be sensible and hair attire simple in school colours.
- Jewellery – all forms of jewellery, with the exception of watches are best left at home. If earrings must be worn only studs are permitted and these have to be removed for PE lessons, including swimming.
- School bags – children are asked not to bring large bags into school and lack of space causes a problem. A small bag which will hang on the child's peg is most suitable.

Rationale – Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable.

In keeping with our Mission Statement, '**we guide all on their journey of faith, support all in achieving their full potential**' to have a safe and secure environment in which the catholic ethos is encouraged.

## **Effective classroom management**

The school understands that well-managed classrooms:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements using dojos. This is linked to a Gospel Values and the national curriculum.
- Establish sanctions for misbehaviour. Amber and red behaviour, missing break times and parents being informed..
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships by promoting the gospel values.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

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

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

- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- Classroom rules
- Routines
- Praise
- Rewards (dojos)

### **Classroom rules**

Teachers establish classroom rules on an annual basis in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to. Teachers ensure that classroom rules are always clear, comprehensive and enforceable and underpinned by the gospel values.

Attention is given to how rules are worded – teachers ensure they use positive language rather than negative, e.g. “I will act respectfully towards my peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

Before committing to the classroom rules, teachers ensure that all pupils fully understand what the rules involve and what is expected of them. Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed. Rules are placed on the classroom walls/door to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom, e.g. before any lesson activity. Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.

### **Routines**

The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine. Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily. Routines may include activities such as the following:

1. Getting the class silent and ready for instruction e.g. count downs, eyes on me e.g. ...Eyes on me please
2. Setting the class to work. Use same pattern every day to set out the learning.

-Time and task- give time deadline and task whilst children are listening

-Explain the available resources

-Set the outcome- success criteria including shared success criteria

-Groupings

-Stop signal- a reminder of how you will get the classes attention if you need to

3. Reflective questioning- use key moments during the lesson to reflect and praise but also to remind pupils of the expectations

4. Eliciting success criteria- check all children understand this

5. Routines- establish routines e.g. how we line up. Get pupils to remind you of routines regularly. Ensure staff working in the room know your routines.

6. Ending and sending- think about how lessons are ended and how they move on to lunch etc.

Once a routine has been established, the teacher models this for pupils to ensure they understand it. Teachers explain the rationale behind the routine to help pupils understand why it is needed, as well as the sanctions that will be imposed if a pupil does not adhere to the routine. Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

## **Praise**

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

When giving praise, teachers ensure:

- They define the behaviour that is being rewarded which is related to the gospel values
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour need to be recognised.
- Praise that is given is always sincere and is never followed with immediate criticism.

Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

## **Rewards**

The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

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

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

The school uses three different categories of rewards – these are:

- **Social** – praise and recognition, e.g. a praise in assembly
- **Physical** – material rewards, e.g. dojo points, stickers or certificates.
- **Activity** – activity-based rewards, e.g. extra play, free time.

Teachers may implement different types of rewards as they see fit with approval from the headteacher; however, as a general rule, the following rewards are used:

- Dojo and stickers from the class teacher, classroom support staff and the SLT
- Certificates, given out in assembly by the SLT
- Positions of responsibility, e.g. prefect, monitors
- Class celebrations
- Message parents/guardians through Seesaw
- Extra break-time
- Special privilege, e.g. non-uniform privilege for house teams

### **Positive teacher-pupil relationships**

As adults we should aim to:

- Promote the gospel values through their actions and words;
- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all, regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all.

### **The Curriculum and Learning**

We believe that an appropriate, personalised, ambitious and structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback, all help to avoid disaffection and alienation, which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the pupils and adapted/differentiated to meet the needs of all pupils. Marking and record keeping can be used as a supportive activity, providing feedback to the pupils on their progress and achievements. This also shows that pupils' efforts are valued and that progress matters.



Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and break-time.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour (gospel values amongst other school values)
- Informing pupils of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
- Teaching pupils the importance of showing respect to each other, e.g. linked to the HRSE/HSE work done in school

The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

The school aims to promote resilience as part of a whole-school approach, using the following methods:

- **Culture, catholic ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes – with a focus on gospel values, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

**Positive mental wellbeing will be promoted through:**

- Teaching in health education and HRSE/HSE
- Counselling
- Positive classroom management
- Developing social skills
- Working with parents
- Peer support

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH difficulties that could affect their behaviour.

### **Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

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

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

### **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Correct poor behaviour in private
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.

- Offering the pupil a face-saving route out of confrontation e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

### **Physical intervention**

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

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil’s parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE’s guidance on ‘Suspension and Permanent Exclusion’. Where suspension is carried out, the pupil’s parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

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

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

### **Removal from the classroom**

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

The pupil will be moved to a room that is:

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

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

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

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

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

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

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

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

## **Use of Behaviour Contracts and External Behaviour Support**

A **Behaviour Contract** is potentially developed for each pupil displaying challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil and the support required. Each child and potential behaviour contract are based on individual circumstances.

Necessary staff members will be familiar with the pupil's Behaviour Contract to ensure staff are equipped to deal with instances of negative behaviour.

Pupils and their parents are involved in the development of the Behaviour Contract, and this is reviewed on a fortnightly basis by the parent, pupil and their teacher – the contract will be reviewed sooner if it is not effective.

The headteacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems. Victims of any challenging behaviour will be offered the opportunity for counselling from an appropriate member of staff.

**Following a second incident of level 3 serious challenging behaviour, the following sanctions are implemented:**

A Behaviour Contract will be developed for a set period of time as determined by the headteacher. This may include the support of outside agencies, further professionals and support from the Inclusion Hub.

If the pupil demonstrates any unacceptable behaviour during this time, their teacher, or member of staff present for poor behaviour that occurs outside of the classroom, will record comments in their Behaviour Contract.

The pupil will present their Behaviour Contract to their teacher at the end of each lesson for a comment – the class teacher will also review the contract at the end of each day.

At the end of the specified period, the pupil will present their Behaviour Contract to the headteacher for a comment and a review.

If the headteacher is not satisfied with the pupil's behaviour during the specified period, the Behaviour Contract duration may be extended.

Parents will be informed that the pupil has a Behaviour Contract and that any further instances of challenging behaviour may result in exclusion.

**Following a third incident of challenging behaviour, the following sanctions are implemented:**

Although challenging behaviour does not necessarily mean a pupil has SEND, a further assessment may be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.

The headteacher will work with the inclusion team to consider whether the pupil should be excluded for a fixed term in line with the school's Exclusion Policy and determine the length of the exclusion, or work with the inclusion team to consider a 'managed move' to another local primary school.

Where a pupil is identified as having SEMH difficulties, SEND support will be put in place from the school's national SEND budget.

SEND support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the pupil's needs, will consist of the following three stages:

**Stage 1: Universal support** – the adjustments, interventions and support accessible to all pupils that is delivered at a whole-school level.

**Stage 2: Selected support** – the support and interventions delivered using the school's resources, led by the SENCO.

**Stage 3: Targeted support** – the support and interventions for pupils who have more complex and enduring SEMH needs.

Where the decision to implement an individualised graduated response has been unsuccessful, the school will consider whether to request an EHC needs assessment, in line with the school's SEND Policy. This could lead to the creation of an EHC plan.

Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behavioural Plan will be created to outline the necessary provisions in place.

The behaviour support team will be informed and will complete a common assessment framework if multi-agency support is necessary.

If behaviour is increasingly volatile, the behaviour support team will be informed, and a Pastoral Support Plan implemented.

**Following a fourth incident of challenging behaviour, the following sanctions may be implemented:**

The headteacher will may enforce a 'managed move' to another school, with support from the inclusion hub.

The headteacher will enforce fixed-term exclusion in line with the school's Exclusion Policy.

The local pupil referral service may be contacted to conduct a home visit to offer support to the pupil and their family.

When the pupil returns to the school, the headteacher, pupil and parents will agree, in writing, a strategy for identifying instances of challenging behaviour and how to avoid them.

When returning to the school, the pupil will have an **individual behavioural plan** in place.

Parents will be made aware, in writing, that a further incident could result in permanent exclusion.

Where a pupil is identified as having SEMH difficulties, but a request for an EHC needs assessment is rejected, or has been approved but the implementation of an EHC plan fails to address the pupil's behaviour, further sanctions, such as exclusion, could be considered.

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

The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.

The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.

The decision to discipline a pupil is reasonable and will not discriminate on any grounds – as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs and any SEND.

## **The classroom environment**

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

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and pupils, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall, the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and pupil to avoid resentment.

The classroom should demonstrate the gospel values, to be referred to by the staff and children – to underpin positive behaviour. Wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

Teachers establish different methods for regaining pupils' attention, e.g. clapping hands twice means pupils must stop what they are doing and look at the teacher – any methods teachers use are made clear to pupils from the outset and included in their **Classroom Rules Agreement**.

## **12. Effective pupil support**

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated wellbeing staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

### **13. Behaviour outside of school premises**

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

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

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

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

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

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

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

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

### **14. Data collection and behaviour evaluation**

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves



- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

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

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

## **15. Monitoring and review**

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is 16<sup>th</sup> October 2025

## Behaviour incident form (also recorded on CPOMS)

<b>Name of pupil</b>		<b>Year group</b>	
<b>Date</b>		<b>Time</b>	
<b>Location of observation</b>		<b>Name of staff member</b>	
<b>Before the incident: what led to the behaviour?</b>			
<b>During the incident: what did the pupil do?</b>			
<b>After the incident: what were the consequences of this behaviour?</b>			
<b>Additional comments</b>			

## Behaviour management observations review form

<b>Name of pupil</b>		<b>Year group</b>	
<b>Name of key worker</b>		<b>Date</b>	
<b>Do there appear to be any patterns triggering the pupil's behaviour?</b>			
<b>Are our existing management systems effective?</b>			
<b>What achievable targets could we implement for the pupil to work towards?</b>			
<b>What are the pupil's strengths?</b>			
<b>What strategies could we implement to help the pupil achieve their targets?</b>			
<b>Additional comments</b>			



Behaviour Contract and log

# Behaviour Log Booklet

**Name:**

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**Class:**

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**Targets:**

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<u>Week beginning</u>	Morning	Lunch	Afternoon	Home	Bedtime
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

Teacher comments:

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Parent/guardian comments:

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<u>Week beginning</u>	Morning Lesson 1	Morning Lesson 2	Lunch	Afternoon Lesson 1	Afternoon Lesson 2
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Teacher comments:

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Parent/guardian comments:

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