

# St Mary's Catholic Primary Blackbrook

## Behaviour and Antibullying Policy



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## 1. Aims

The purpose of this policy is to establish a context for the promotion of positive relationships in order that all members of the school community can support each other, work together productively and learn.

### Quote from Mission Statement

Our mission statement strapline and supporting statements place this aim at the centre of all we hope to achieve.

*“Love of learning, love of one another, love of life itself and love of God”*

1. Every day is a new beginning, we recognise we make mistakes, but we forgive.
2. We respect one another and each other’s work.
3. We celebrate individual efforts and achievements.
4. We make time to support and listen to all members of our school community.
5. To work together to bring about a welcoming atmosphere.

These statements underpin our approach to Behaviour Support. For the wellbeing of pupils and staff and effective learning to take place, it is essential that we foster a calm and caring environment for all. We support our children to take personal responsibility for their behaviour and to develop self-discipline to help them become good citizens, respectful of the dignity of others. To bring this about requires a whole school approach based on praise and positive encouragement, clear guidelines on our expected standards with consistency paramount. It is important that a clear statement of policy and procedure can be easily understood by pupils, teaching staff, governors, parents and students. It is the responsibility of all within our School Community to work together to promote this positive approach to behaviour, so that we create a happy, caring and orderly school.

The ensuing policy has been developed and overseen by the school’s Senior Leadership Team, following consultation with staff, governors, parents and children. It is monitored and regularly reviewed as part of the Safeguarding Policies.

### **This policy aims to:**

- Create a positive culture that promotes good behaviour choices, self-discipline and respect ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school ensuring that all children engage well with opportunities to learn and thereby make good progress.
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management
- To set out we consider to be unacceptable behaviour, including bullying and discrimination

It is recognised that there will be occasions where children will behave in a manner which will require a member of staff to challenge, offer guidance and support, and issue appropriate sanctions. However, we promote positive behaviour through our whole school ethos and refer to relationships rather than behaviour managements or indiscipline. When talking about the ways in which we deal with negative behaviour. There is a continued move away from punitive methods (e.g. punishment exercises) to more positive approaches (e.g. restorative practices) as we

recognise the value of positive relationships between staff and pupils. We place increasing recognition on the potential underlying reasons for challenging behaviour and that pupils needs should be looked at holistically and in the context of their home/family life or additional needs. This develops our need to be aware of and respond to issues and challenges that often originate within the wider community.

This policy is designed to promote good behaviour, not merely deter anti-social behaviour.

## 2. 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

### 3. Definitions

**Misbehaviour** is defined as:

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

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules – persistent disruptive behaviour
- Physical attacks on pupils and staff
- Any form of bullying
- Sexual violence (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)

## 4. Bullying

**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

### Anti-bullying Strategy:

Bullying is defined as behaviour by an individual or group, repeatedly over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and can be motivated by prejudice against particular groups or by actual or perceived differences between individual children.

Stopping violence and ensuring immediate physical safety is obviously schools first priority but emotional bullying can be more damaging than physical and each case will need to be carefully considered.

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, following the wider use of available technology. The wider search powers included in the Education Act 2011 give the school stronger powers to tackle cyber bullying by providing a specific power to search for, and, if necessary delete inappropriate images (or files) on electronic devices, including mobile phones. The school will contact parents in these cases and may contact other agencies such as the Police or Social Care.

It is our aim to create an environment of good behaviour, tolerance and mutual respect that prevents bullying from being a serious problem in the first place. However, we do acknowledge that instances of bullying can occur between children and we will always listen to the concerns of children or their parents. There is no single solution to bullying, which will suit all parties and all incidences so we will listen, respond and deal with each concern/issue as it arises.

Our anti bullying strategy will follow this process:

- **Prevention**

We promote tolerance, understanding and mutual respect throughout the curriculum. Children are encouraged to consider the impact of their own actions and take responsibility for those actions. Whole school events and assemblies also promote and recognise these values.

- **Intervention**

We listen to concerns from children and/or parents and investigate each issue appropriately. If deemed necessary and appropriate by staff, we apply disciplinary measures to children who bully in order to show clearly that this type of behaviour is wrong. We consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator and will provide support as well as sanctions as required.

- **Review**

We will continue to monitor any identified incidents in order to ensure that there is no repeat.

- **Communication**

We involve parents/carers to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. We want parents to feel confident that we treat the safety and wellbeing of their child as a priority.

- **Wider Community**

Teachers have the power to discipline pupils for misbehaving outside the school premises 'To such an extent as is reasonable'. This can relate to any bullying incidents occurring anywhere off the school premises. Where bullying outside school is reported to staff, it will be investigated and acted on as appropriate, We may also consider whether it is appropriate to notify the police or other agencies.

### **The Parent /Carer and Teacher Partnership**

- We at St Mary's believe that a successful partnership between the school, the child and their parent/carer is essential. Class teachers or senior leaders will take that lead role in communicating with parents/carer where the school has concerns around their child's behaviour. We will actively encourage all parents to engage with us and work in partnership to improve behaviour and outcomes for their children. All staff at school will respect the relationship with parents/carers and will strive to ensure this is a positive relationship which supports their child's achievements.
- Where parents do not engage positively, the senior leadership team may regrettably have to take a decision as to whether the parent in question should be asked not to come onto school premises.

### **Records on bullying incidents**

Any incidents causing concern will be recorded on CPOMS. Their frequency will be monitored by the pastoral team. Education talks and phone calls home may be required.

## **Rewards**

Below is a list of some of the ways we can acknowledge and reward students for positive behaviour and good attitude to learning. This list is not exhaustive, it does come from staff and pupil responses. Individual teachers will also have classroom procedures to recognise positive behaviour which may not be included here.

Specific Verbal Praise

Non Verbal praise e.g. nod, smile, thumbs up

Phone Call home

Praise Postcards

Name on recognition Board

SEL Superstar Certificate (Social and Emotional Learning)

Learning Legend Certificate

Core Value Champion ( For teamwork, effort, resilience, ambition or independence)

Class Recognition Treats (e.g. Board Game Time, Musical Moments, 5 minutes extra play)

## **Sanction Procedures**

Sanctions

Staff will always use non-verbal reprimands first such as a look, a shake of the head etc to address low level disruption and close proximity praise. They will try to intervene early to de-escalate potentially disruptive behaviour.

## **Steps to help children get back on track**

1. Reminder – give a reminder of expected behaviour, e.g. ‘This is a reminder that ...’
2. Warning – give a verbal warning if the behaviour does not improve. An explanation should be given and a discussion should take place between the child and the adult. The child should understand what is required and take responsibility for what they need to do to get back on track.
3. Reflection – child is asked to move to a space for reflection (this could be within their own class, they should continue to complete their work. This should be recorded on CPOMS so that trends can be analysed. The guide to the length of reflection should be the same length of time in minutes as the child’s age.
4. Rejoin the class
5. Resolve - Parent/class teacher discussion about the child’s behavioural choices and this tracked for a week with some targets set to support the child focus on better behavioural choices. This is reviewed at the end of the week with child/parent to decide next steps.

We work closely with parents and external agencies to devise individual rewards and sanctions programmes for some of our children. Parents will be asked to come to school to meet with one of the senior leaders if their child’s behaviour continues to be of concern. The school may deem it appropriate to create a behaviour contract which will be discussed with both parents and child.

## **Serious Misbehaviour**



This is rare and can include all the misbehaviours already listed, however in general, here at St Mary's this would more commonly be:

- Physical Attacks
- Creating a serious risk to the health and safety of self or others
- Serious deliberate damage to property
- Serious or persistent defiance
- Serious or persistent verbal abuse.

**These actions may result in the following sanctions**

- The child will be taken to or removed by a senior member of staff
- They will be taken to an appropriate space to calm down
- Parents will be called if the member of senior leadership team deems it necessary
- Member of senior leadership team and class teacher will decide upon appropriate sanctions
- Any child that poses a serious health and safety risk to themselves, children or staff could be excluded for a set number of days at the head's discretion.
- In some cases children may receive an internal exclusion, a short term isolation for their class. If senior leaders deem this more appropriate than fixed term exclusion (New room: fresh start).
- The child will be given an individual support plan and a positive handling plan if required.
- Outside agencies may become involved with the agreement of parents such as the BIT Behaviour Improvement Team, Educational psychologist, paediatrician, education welfare social care.
- Exclusion will be used as sanction where the Head deems this appropriate. See Exclusion Policy

All staff are legally authorised to use reasonable, proportionate and necessary force to prevent children injuring themselves or to others, committing an offence, damaging property or to maintain good order and discipline in the classroom. See use of reasonable force Positive Handling Policy.

Staff are legally authorized to search a child and or their belongings if they have reason to believe that the child has property that does not belong to them or could be harmful to them or others.

## 5. Roles and responsibilities

### 5.1 The governing body

The Governing Body at St Mary's is responsible for:

- Reviewing and approving the written statement of behaviour principles ([appendix 1](#))
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### 5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body at St Mary's.
- Giving due consideration to the school's statement of behaviour principles ([appendix 1](#))
- 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 the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
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### **5.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

### **5.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

### **5.5 Pupils**

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

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

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

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

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

## **6. School behaviour curriculum**

Here at St Mary's we have developed a culture that promotes excellent behaviour. Strong positive relationships are vital and to that end children are greeted warmly on arrival at school each day. We believe at each new day is a new beginning. Understanding and being able to name and regulate their emotions is given high priority. Each classroom has a mechanism for children to register their current feelings on a 'Feelings Check In'. The school strongly supports Positive Alternative Thinking Strategies PATHS and the children take part in weekly lessons to develop their understanding and skills.

All staff promote to our core values and use a common script of Ready, Respectful and Safe when dealing with children whom need support to co-regulate.

We strive daily to further develop a culture where our children feel cherished and that their achievements are noticed, valued and celebrated as this is essential to the development of authentic relationships. It is not a one size fits all model as some children require additional pastoral support in order to regulate their emotions and behaviours.

In order to create this environment for effective learning and teaching we have developed a shared understanding of wellbeing underpinned by children's rights and a focus on positive relationships across the whole school community. We promote wellbeing at weekly assemblies and strive for a 'connectedness' with our children so that they feel accepted, respected and appreciated.

Whilst not an exhaustive list, pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times

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

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

## **Mobile phones**

Pupils are only permitted to bring a mobile phone to school for use on the way home if they have been given permission by their parent/carer to walk home. The phone must be handed into the teacher on arrival at the beginning of the day and the parent/carer must have completed a permission form. School does not accept any liability for loss or damage whilst the phone is in school.

Pupils are not permitted to take photos of peers on way to or from school in their school uniforms or whilst waiting on school premises at the start/end of the day.

## **7. Responding to behaviour**

### **7.1 Classroom management**

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

They will strive to:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour promises, PATHS posters and Feelings check ins
- Develop a positive relationship with pupils, which will include:
  - Greeting pupils in the morning
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour via Recognition Board
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **7.2 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 policy and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **7.3 Responding to good behaviour**

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

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

Positive behaviour will be rewarded with:

- Verbal praise

- Communicating praise to parents via phone call or praise postcard
- Certificates in assemblies
- Whole class or year group rewards

## **7.4 Responding to misbehaviour**

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

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

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension/fixed term exclusion
- Permanent exclusions, in the most serious of circumstances

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

## **7.5 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 (see appendix 3 for a behaviour log)

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.

### **7.6 Searching, screening and confiscation**

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

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

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

### **7.7 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).

### **7.8 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.

### **7.9 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 member of the senior leadership team will make the report.

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

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

### **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

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

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. 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 policy for more information

### **7.11 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.

## **8. Serious sanctions**

### **8.1 Detention/Reflection**

Members of the Senior Leadership Team have been authorised by the headteacher to give pupils reflection.

Pupils can be issued with reflections during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a reflection, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

An integral part of reflection is the consideration of how things could be done differently next time and where necessary staff will support pupils by facilitating apologies to children/staff.

### **8.2 Removal from classrooms**

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

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

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by Mr Walker, a phase leader or a member of SLT.

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

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

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

- Meetings with learning coaches



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

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

### 8.3 Suspension and permanent exclusions

The school can use suspension/ fixed term exclusions 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.

Please refer to our [exclusions policy for more information](#)

## 9. Responding to misbehaviour from pupils with SEND

### 9.1 Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

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

Anticipating and removing triggers of misbehaviour.

Where necessary staff will meet and discuss possible triggers. Support may include for example:

Approaches to anticipating and removing triggers of misbehaviour include strategies such as:

- Short planned movement breaks for a pupil with SEND who finds it difficult to sit still for long periods
- Adjusting seating plans to allow a pupils with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupils with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory garden/ tranquility room/ ) where pupils can regulate their emotions during a moment of sensory overload

### 9.2 Adapting sanctions for pupils with SEND

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

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

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

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

### **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

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

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

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

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

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

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

<https://new.sthelens.gov.uk/send/support-services/>

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

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

This may include measures like:

- A reintegration/ back to school meeting with child and parent
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

## **11. Pupil transition**

### **11.1 Inducting incoming pupils**

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

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

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

## **12. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school

- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

**A staff training log can be found in appendix 2.**

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

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

The data will be analysed every half termly by Mrs Winders Assistant Headteacher

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

- At school level
- By age group
- By time of day/week/term
- By protected characteristic (age, sex, race, religion, disability)

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and Full Governing Body 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 (appendix 1) will be reviewed and approved by the Full Governing Body annually.

## **14. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection
- Physical restraint policy
- Mobile phone policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions

➤ Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

This written statement of behaviour principles is reviewed and approved by the Full Governing Body annually.

Appendix 2: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	SUGGESTED REVIEW DATE

**Behaviour Log 1 Classroom Strategies Checklist**

**Checklist – Are these implemented for the identified child/ren?**

**Name of child:**

<b>Strategies</b>	<b>Notes</b>
<b>Daily meet and greet with known member of staff</b>	
<b>Individual visual timetable and/or instruction sheets</b>	
<b>Visual reminders re expectations (personalised)</b>	
<b>Behaviour card to earn rewards or other individualised system</b>	
<b>Help scripts or language prompts</b>	
<b>Individual workstation (in an accessible position, preferably near to the classroom door)</b>	
<b>Materials/resources available and well organised</b>	
<b>Provision for a movement/sensory break</b>	
<b>Adaptations to teaching delivery – short input, chunking of tasks, multisensory learning, pace adapted, non-verbal aspects, etc.</b>	
<b>Preparing child for changes in routine/adaptations to routines to meet need</b>	
<b>Calming strategies</b>	
<b>Recognition board (individual if required)</b>	
<b>Prompts or scaffolds to promote independent working/alternative forms of recording</b>	
<b>Change of adult/offer of a limited choice</b>	
<b>Boardmaker symbols/visuals</b>	
<b>Meeting with parent/carer</b>	

Specific teaching of regulation strategies or executive functioning skills

Steps are taken to de-escalate (following the de-escalation checklist overleaf)

## De-escalation

Describe common behaviours/situations which are causing a concern:

### Supportive intervention strategies/CALMING behaviours

- ✓ Reassurance
- ✓ C.A.L.M talking/stance
- ✓ Choices/limits
- ✓ Help scripts
- ✓ Humour
- ✓ Planned ignoring
- ✓ Distraction
- ✓ Cool off/movement break (supported by an adult). If this is used would suggest that the child indicates that they require a cool off period/movement break. Provide visual symbols (limited no to be used per day).
- ✓ Adult swap
- ✓ Success reminder – set up a ‘Joy Jar’. Child records successes on a ‘post it’ as they happen and put in their jar. These are revisited when child has calmed to recall when child has done well/made the right choices, etc.
- ✓ Time out (working with an adult/or within another classroom environment)
- ✓ Consequences

**Behaviour Log 2**

**Pre Exclusion – Checklist**

**Pre-Exclusion and cause for concern checklist**

Name of Pupil Class Academic Year

Strategy	✓	Notes
Behaviour Buddy		
Remove the triggers		
Additional Responsibilities for the child		
Visual Timetable		
Individual Reward System		
Initial meeting with parents / carers		
Parents discuss with GP		
Referral from GP to Paediatrician		
IEP		
IBP+/Personalised intervention Pastoral		
Early Help		
Referral to BIT		
Individual Risk Assessment		
Positive Handling Plan		
PSP		
Nurture		
Counselling		
Other outreach referral / Support		
Social Care referral		
EP Referral / Involvement		
Weekly Parent Meetings		
1:1 Support		
1:2 Support		
Parents supporting the child in school		
Behaviour Contract		
Internal Exclusion		
Reduced Timetable		
Present to PACE panel		



Other:		

**Checklist of actions to consider (cause for concern/lack of service involvement)**

<b>Strategy</b>	<b>✓</b>	<b>Notes</b>
Case discussion with relevant professionals		
Team around the child meeting held (LA led)		
Review against Descriptors of Need		
Signs of Safety completed/chronology of actions taken		
Further assessments completed, e.g. SEND related		
Voice of the child (3 houses, SOS, all about me, etc)		
EHAT		

## Appendix 4: letters to parents about pupil behaviour - templates

### First behaviour letter

Dear parent,

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

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

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

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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### Behaviour letter – return slip

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

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## First behaviour letter

Dear parent,

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

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

**Insert details of how to contact the school to arrange the meeting.**

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Third behaviour letter

Dear parent,

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

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

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

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

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Detention letter

Dear parent,

I am writing to inform you that \_\_\_\_\_ has been given a detention on this date \_\_\_\_\_ at this time \_\_\_\_\_.

The reason(s) for this detention are set out below.

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If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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## Detention after school letter – return slip

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

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_