St. Mary's R.C. Primary School

Behaviour Policy

Date policy last reviewed: 11.09.2022

Signed by:

Ian Jones	Headteacher	Date:	11.09.2022
Chris Keene	Chair of governors	Date:	20.09.2022

Last updated: 1 September 2022

Contents:

Appendices

School Ethos and Mission

At St. Mary's RC Primary school, catholic social teaching is the foundation that guides all of our work and approach to relationships with others. As such, we place great emphasis on:

- The Dignity of the Human Person
- Family and Community
- Solidarity and the Common Good
- Rights and Responsibilities
- Option for the poor and vulnerable
- The Dignity of work
- Stewardship

Our School Mission was written with staff and children in November 2021:

"To learn and grow together in Christ"

Our values are inspired by the words of Jesus:

"A new commandment I give you: Love one another! Just as I have loved you, you also must love one another. By this everyone will know that you are my disciples, if you have love for one another." (John 13:34-35)

At St. Mary's, we value:

- Kindness
- Each other
- Friendship
- Effort
- Aiming High
- Positivity

Our behaviour policy follows a relationship-based approach using Paul Dix's book 'When the Adults Change, Everything Changes' and Trauma Informed practice as our guide. We feel that a relationship based approach fully supports our catholic ethos and mission statement.

Statement of intent

St. Mary's believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour and encouraging pupils to go 'above and beyond.'
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.

- Ensuring equity 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.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

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.

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
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

2. 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.

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.
    - Headteacher.
    - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

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.

3. 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.

4.   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.

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.

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.

5.   Managing behaviour

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.

The DSL's will keep a record of all 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.

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:

- **Follow the Classroom/Playground Plan (Appendix B)**. The Classroom Plan is a sequence of steps which are focussed on small but certain consequences and a restorative, not punitive, ending. The plan will be used by all members of staff to ensure consistent language and steps are being used through, and expectations and consequences for the children are clear.   Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the 'stepped sanctions' for dealing with poor conduct. It is the aim that children should be kept at steps 1 and 2 for as long as possible.
- **Scripted Responses.** As part of the Classroom Plan, a 30-second script will be used to reinforce expectations when behaviour is not reflective of our school values. This will take place at Step 3 of the Classroom Plan. The purpose of this script is provide a quick, consistent and non-judgemental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation. Once the script has been delivered the child 'owes 2 minutes'. They must stay behind at break time or lunchtime to have a quick discussion with the class teacher.
- **De-escalation Techniques** (see Appendix C)
- 2 minutes owed – a reflective time where the child and class teacher privately discuss their actions and how this has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.

- **Pay it Back Time** – this is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home or completed at breaktime or lunchtime. Another example would be if the child has created a mess (eg thrown things on the floor); in this instance we would expect the child(ren) involved to help tidy up.
- **Triage 'Quiet Space'** – this is a space for children to go to in order to 'cool down'. This is a proactive measure and should not be seen as a punishment. It is to be used if a child is having a particularly difficult time engaging in learning/play. In most instances, a short time in triage will sufficient and the child will be expected to return to classroom learning as soon as possible. Conversation with the child and members of staff is key in order to learn and understand why the time out was necessary.
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Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff.
- The of headteacher/senior member staff will investigate the incident and decide whether it constitutes unacceptable behaviour.
- If the headteacher/senior member of staff deems the incident to be unacceptable behaviour, they will record the incident on CPOMS.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the headteacher/senior member staff will determine the period the pupil will be removed from the classroom, as well as any detention time.
- The headteacher/senior member staff will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- 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.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will 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.
- 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, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

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.

6. 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
- 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

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

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

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. 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.
- 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 – parents may be asked to collect the pupil and take them home for the rest of the day.

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.

Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school will be permitted to impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

The following indicate the times during which detention can be held outside of school hours:

- Any school day where the pupil is not authorised to be absent
- Weekends during term, except for any weekend preceding or following a half-term
- Any non-teaching day, e.g. INSET days

Parental consent will not be required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, **25** minutes will be allocated to allow the pupil time to eat, drink and use the toilet. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the pupil at increased risk.
- Whether the pupil has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether the parents ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the pupil is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

7. Sexual abuse and discrimination

The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination 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. Discipline 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.

8. 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.

9.   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.

10. 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.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school has three simple rules: **Be Ready, Be Safe and Be Respectful** which can be applied to a variety of situations and are taught and modelled explicitly. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

Our Behaviour Blueprint sets out clearly our school rules, routines and steps to address misbehaviour. All staff are responsible for ensuring this Blueprint is consistently applied.

At the start of each academic year, teachers will explain specific classroom routines and will involve children in developing their own class mission/charter. This way pupils are encouraged to take ownership of the classroom expectations and staff can refer back to this on a day-to-day basis to promote and encourage good behaviour.

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.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- 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.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that 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.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Mini-treats/rewards

- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class
- Hot Chocolate Friday with the Headteacher

11. 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.

12. 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.

13. 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 **September 2023.**

St. Mary's RC Primary School

Appendix A: Behaviour Blueprint

Visible Adult Consistencies

- Meet and Greet
- Notice and Praise Best Conduct
- Model our Values
- Listen
- Be Bothered
- Calm, Caring, Kind
- Thrive and Team Teach approach

School Rules

- Be Ready
- Be Respectful
- Be Safe

Relentless Routines

- Wonderful Walking
- Legendary Lines
- Excellent Eating
- Hands Up/ Eyes on Me
- All children to be led from the playground by the teacher

Over and Above

- Exceeding/excelling our values and school rules
- Effort – always striving for excellence

Recognition

- Recognition Boards class rewards
- Cookie Monster class rewards
- Hot Chocolate Fridays individual reward
- Contact with Parents – phone call/ face to face (individual reward)
- Special individual/group rewards for over and above

Stepped Sanctions

1. Reminder (of School Rules)
2. Caution (outline behaviour and consequence quietly to child)
3. Last Chance (30 second intervention)
4. Cool off (time in triage)
5. Repair (Restorative Conversation)

30 Second Script

I have noticed that you are (having trouble getting started, wandering around, playing with apparatus) right now.

You are not showing our rule about (ready, respectful, safe)

You have chosen to (move tables, catch up with work at lunchtime)

Do you remember when you (refer to previous positive behaviour)

That is who I need to see today

Thank you for listening.

Child stays for 2 minutes after class

Restorative Questions

Listen – to the child's point of view

Link – feelings to behaviour

Learn – a better way for next time

Appendix B: Classroom/Playground Plan

	Steps	Actions
1	Redirection/Reminder	• Gentle encouragement/a 'nudge' in the right direction • A reminder of our three simple rules – Ready, Respectful, Safe. • Delivered privately/discreetly wherever possible **Examples:** a look, raised eyebrows, move closer, a hand on shoulder, praise positives from other children, or a simple verbal instruction such as 'no', 'back on task', 'thank you' **Provide take up Time.** **Take the initiative to keep things within this step.** **Praise will be given if the child is able to model good behaviour as a result of the reminder.**
2	Caution	• A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue (eg, move table, work at breaktime/lunchtime) • Use the language of choices and consequences. Consider adding the phrase, 'Think carefully about your next step' **Examples:** You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen. If you choose not to do the work, then this will happen….I'll leave you to make your decision. Do you remember yesterday when you (did something well) That is the (child's name) I need to see today. That is the (child's name) you can be all the time. **Provide take up Time.** **Praise will be given if the child is able to model good behaviour as a result of the reminder.**
3	Last Chance '30-second script'	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention. Always add 'Stay behind two minutes after class' to this step. That two minutes is owed when the child reaches

		this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.
4	Time out/Cool Off in our Quiet Space	This step is only needed if the child needs to calm down and compose themselves, or if staying in the class any longer would have a detrimental impact on teaching and learning.
5	Restore and Repair	(5 minutes after class for restorative conversation/10 minutes in reflection time). This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide the work should be taken home to complete (Pay it Back time)

30 Second Script	Restorative Questions
- I noticed that you are (having trouble getting started, wandering around, playing with apparatus) right now - You are not showing our rule about (safe, ready, respectful) - You have chosen to….(move tables, catch up with your work at lunchtime) - Do you remember when you (refer to previous positive behaviour) - That is who I need to see today. - Thank you for listening - Stay behind two minutes after class	Listen – to the child's point of view Link – feelings to behaviour Learn – a better way for next time

Appendix C: De-escalation Strategies

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

Assertive Scripts

Starters and finishers

- Let's…
- I need you to…
- You should be…
- In five minutes you will have…
- When I return I will see…
- Today we are going to…
- You will be…
- I expect you to…
- I know that you will…
- Thank you for…

Examples:

Assumed close: 'Thank you for……listening.'

Take up time: 'I expect'….to see all of the tools left neatly on the table

Choice: 'I know you will help'…. Help Billy clear up the water

Assertive Starters: 'I need to see…you following the routine'

Closed requests: 'You need to….speak with me at the side of the room.'

Unreserved enthusiasm: 'we will….try again tomorrow.'

Fogging Techniques (getting out of the cul-de-sac of no return)

Pupil	Adult
It wasn't me	I hear what you're saying….
But they were doing the same thing	I understand….

I was only	Maybe you were….and yet…..
You're not being fair	Yes, sometimes I may appear…...
It's boring	Be that as it may….
You are a	There may be some truth in that….OR I'm sorry you are having a bad day

The Assertive Adult:

"Welcome to my classroom…."

"I expect…in my classroom…"

"I need you to….thank you."

Well done…you have respected the rights of this class."

"When you have…you can…"

"What is our rule for…?"

You can give me the…until the end of the lesson, or you can put it away. Your choice…"

Positive Reinforcement:

"Good question. You can do the task in the order you wish."

"Yes, talk to your partner to get the idea. Well done."

Positive Correction:

Remember to listen carefully to everyone's contribution."

Make sure you write in complete sentences. Thank you.

Assertive Adults:

- Clearly and firmly communicate their wants and needs to students and are prepared to back words with actions
- Have positive expectations about their ability to manage classroom and out of class behaviour
- Have a plan for classroom management and out of class behaviour management
- Expect support but understand they need to pick up their own tab.
- Take a leadership role in their classroom or area.
- Possess key skills (setting and embedding the school rules, effective limit setting, effective positive support for pupils
- Maximise teaching and learning

Strategies for assertiveness

A clear short message:

Adam, I need you to…

Amelie, I want you to…

Shaun, you will….

Lewis, you need to…

Megan, the direction is…

Do's and Don'ts

- Do stand or sit close to the pupil
- Do use a calm, firm tone of voice
- Avoid making comparisons (eg, Dwayne, pack away your books like the rest of the group has).
- Avoid the use of words such as don't, not, shouldn't (eg, Pritti, don't annoy Bella)
- Do deliver assertive statements

Staff provide consistency:

Use voice tone at various levels to match the target audience (eg, dealing with an individual would be done at a whisper, small groups at normal conversational volume)

For learners this means:

- They are welcomed into the classroom
- They are talked to positively as they enter
- They know exactly where to sit
- They feel organized
- They are ready to work and learn

Diverters and Diffusers

If the Learner argues:

Show empathy for what the student has said, eg:

'I hear what you're saying.'

'I can see you're upset.'

Refocus by repeating the direction in a calm, low key manner 'you need to start work now.'

Repeat the direction without engaging in the argument, a maximum of three times.

Use positive repetition to refocus Learners back on task

- Give directions
- Look for Learners following directions and praise them
- Say name, repeat direction, and use a positive comment
- Use consistent praise
- Use a class wide positive strategy, such as focusing on a behaviour you want to change and using a visible system of recognition.
- Circulate the room

Adult Strategies

Choice	Give pupils some control over a situation which is less likely to initiate point-blank refusal. Examples include:
	'I want you to get on with your work or (consequence) it's your choice.'
	'Are you choosing not to follow the rules on…..?'

	'Sit over here, or next to Peter.'
Take-Up Time	Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectation. Follows an instruction with a pause to allow pupils time to comply. Examples include: 'could you open your book and start work now Jane. I'm going to see Bill who needs some help but I'll come back in a minute if you need any.'
Partial Agreement	Deflects confrontation with pupils by acknowledging concerns, feelings and actions. Examples include: 'Yes, you may have been talking about your work, but I would like you to…' 'Yes, it may not seem fair but….'
When-then direction	Avoids the negative by expressing the situation positively. Examples include: It is better to say, 'When you have finished your work, then you can go out' than 'No, you cannot go out because you have not finished your work.'
Privately understood signals	Draws the class together and builds in sharing times. Examples include: 'Clapping your hands gently twice; or standing next to a 'learning zone' poster in the room. And individual pupil may recognize a gesture from the teacher as a reminder to concentrate on work.
Tactical Ignoring	May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the 'target' pupil but praise the nearby pupil. If the target pupils change their behaviour, praise them. Examples include: The teacher may say to a nearby pupil, 'Well done. You have remembered to put your hand up to answer a question.'
Redirect behaviour	Reminds the pupils what they should be doing and avoids getting involved in discussions about what the pupils are doing wrong. It may be possible to focus their attention on the required task. Examples include: 'Ok Maria and Mark. We're looking at the extract from Tennyson on pages 23 of your books.'
Consequences and Sanctions	Needs to be in line with school policy and be implemented clearly and consistently. Examples include:

	'Remember the school rule Phil. If you are late for lessons without a pink slip you make up the time at lunchtime. It's there on the poster to remind us all.'
Deferred Consequences	Deals with a pupil who is misbehaving later and therefore removes the 'audience', that is the rest of the class who aware watching the drama unfold and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome. Examples includes: 'I'd like to sort this out Amy but we can't do it now. I will talk with you at 10:30.