



**ST MARY'S**  
**CATHOLIC PRIMARY**  
**SCHOOL**

## Behaviour Policy and Procedures

|                                     |                |
|-------------------------------------|----------------|
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| Post Holder Responsible for Review: | Principal      |

**Commitment to Equality:**

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Behaviour Policy and Procedures has been approved and adopted by St Mary's Catholic Primary School on 30.9.2024 will be reviewed in September 2027.

Signed by the Chair of the Local Governing Body for St Mary's Catholic Primary School:

Mr T Guinan

*Mr T Guinan*

Signed by the Interim Executive Principal for St Mary's Catholic Primary School:

Mr A Wilkes

*Mr A Wilkes*

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## 1. Aims

This policy and associated procedures have been founded on the principles of Catholic Social Teaching and the Values and Virtues of the Catholic School's Pupil Profile, as encapsulated by our school's Mission and Motto. We aim to promote our mission and, in going so, engender good behaviour and encourage achievement. We aim to:

- › Create a positive culture that promotes excellent behaviour and readiness to learn, 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.
- › Recognise and celebrate successes and behaviour, which reflect the values of the school and prepares pupils to engage in learning and understand when consequences are necessary.
- › Provide a consistent approach to behaviour management that is applied equally to all pupils, including recognising, accommodating and supporting the needs of all individuals.
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- › Inspire a love of learning.

Through our mission-based approach towards behaviour management, we aim to create a calm learning environment in which pupils can:

- › Learn and teachers can teach;
- › Learn with increasing independence;
- › develop a sense of responsibility for their own behaviour and a greater sense of consideration for others;
- › feel safe and supported;
- › have a desire to learn

## 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: 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:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

### 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
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence (intentional sexual touching without consent), as defined in Keeping Children Safe in Education 2022
- Sexual harassment, meaning unwanted conduct of a sexual nature (as defined in Keeping Children Safe in Education 2022), 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, vapes 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 one 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   |

The measures in place to prevent all forms of bullying (including cyber-bullying, prejudice-based, child-on-child abuse and discriminatory bullying) are detailed in our Anti-Bullying Policy.

## 5. Roles and responsibilities

### 5.1 The governing board

The Local Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The Principal

The principal is responsible for:

- › Reviewing and approving this behaviour policy
- › Ensuring that the school environment encourages positive behaviour, rooted in our school's mission
- › Ensuring that staff deal effectively with misbehaviour
- › Monitoring how staff implement this policy to ensure our mission-led behaviour management strategies are applied consistently to all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's mission-based 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)

### **5.3 Teachers and staff**

Staff are responsible for implementing our mission-based behaviour management strategies consistently to:

- › Create a calm and safe environment for pupils
- › Establish and maintain clear boundaries of acceptable pupil behaviour
- › Communicate and establish the school's expectations, routines (as detailed in the internal document, Quality Provision on the Classroom), values and standards through teaching behaviour and in every interaction with pupils
- › Persistently "catch" children displaying expected behaviour
- › Model expected behaviour and positive relationships
- › Provide a personalised approach to the specific behavioural needs of particular pupils
- › Consider their own behaviour on the school culture and how they can uphold school rules and expectations
- › Record behaviour incidents promptly on Arbor
- › Challenge 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 celebrations and 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 mission-based behaviour culture at St. Mary's:

- The expected standard of behaviour they should be displaying at school and how this stems from our mission
- That they have a duty to follow the behaviour policy as part of the mission of the school
- 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 arrive as an in-year transfer.

## 6. School behaviour curriculum

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

St. Mary's Catholic Primary School's expectations include learning and living the mission and motto of the school, including the underpinning principles of Catholic Social Teaching and the Gospel's Values and Virtues (Catholic Schools' Pupil Profile).

At St. Mary's Catholic Primary School, both 'learning' and 'conduct' behaviours are considered as vital for all pupils to succeed personally. Learning behaviours remind us how we learn best and help those around us to learn best. Conduct behaviours remind us how to respect the dignity of the human person (CST) and help us to understand the basis of rule of law (British Values).

Our mission-based behaviour expectations fall into three key areas (rules) as follows:

| At St. Mary's, we...   |  |  |
|--|--|--|
| Learn like Jesus<br>(Always try our best)  | Love like Jesus<br>(Respect others)  | Care like Jesus<br>(Stay safe)   |
| <b>What does this look like?</b>   |  |  |
| I take pride in doing my best work<br>I am resilient<br>I make best use of my time<br>I am helpful<br>I listen to advice | I listen and respect others' opinions<br>I give my own opinion in a kind and thoughtful way<br>I treat others how I would like to be treated | I move safely around school<br>I am considerate of my own safety<br>I am considerate of the safety of others |



|   |   |                                 |
|---|---|---------------------------------|
| <p>I challenge myself</p> <p>I am an active learner, taking parts in all elements of learning</p> | <p>I look out for those who might need help</p> |                                 |
| <p><b>Learning Behaviour</b></p>  | <p><b>Conduct Behaviour</b></p>                 | <p><b>Conduct Behaviour</b></p> |

Therefore, 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
- › Take an active part in learning- answering questions, participating in discussions, engaging in independent work
- › Move quietly and calmly 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

## 6.1 Mobile phones

Pupils are not allowed to use their mobile phone or devices inside the school premises. Mobiles are only to be brought into school with prior arrangement, in which case they are handed into to the school office and collected at the 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, using the language of the school's mission and underpinning values.

They will:

- › Create and maintain a stimulating environment, including planning lessons that engage, challenge and meet the needs of all learners.
- › Display classroom rules which have been created with children, based on the three key school rules, and refer to them
- › Develop a positive relationship with pupils, which includes:
  - Greeting pupils in the morning
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally (e.g. modelling at all times, teaching expected behaviour)

- 'Catching', highlighting and promoting good behaviour, using the language of the school's mission
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- PIP (praising in public) and RIP (reprimanding in private)
- Communicate with parents/carers/guardians
- Where misbehaviour occurs, restore the relationship with the learner, retain ownership and engage in reflective dialogue with learners

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

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

## **7.3 Recognising the school's mission in action**

We recognise children living out school's the mission and motto, before we deal with misbehaviour. We acknowledge pupils for their achievements, progress and positive contribution to our school community, which helps to reinforce, nurture and emphasise the values of our Catholic ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture, including applying appropriate and reasonable, adjustments where required to enable all children to meet these behavioural expectations.

Positive behaviour will be rewarded with:

- › Verbal praise and stickers
- › End of day recognition, rewarding house points and/or stickers, including pupils nominating other pupils and staff for special recognition
- › House points (awarded via Class Dojo)
- › Communicating praise to parents via push message or other communication means
- › Certificates/awards in Gifts of God assemblies
- › Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- › Class reward systems
- › Whole-class or year group rewards, such as a special activity (use of Trim Trail for example)
- › In exceptional cases, referral to Vice Principal or Principal for a special reward

## **7.4 Responding to misbehaviour**

Misbehaviour can be defined when a child's actions do not reflect the values of the mission of the school: staff will respond to the behaviour 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. Any time missed by the child should be constructive and help avoid further misbehaviour.

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

- › A verbal reprimand and reminder of the expectations of behaviour, in line with the school's mission
- › Time out of the learning space to reflect
- › Setting of written tasks such as a reflection of behaviour
- › Natural consequences (for example: expecting work to be completed at home, break or lunchtime when behaviour choices have led to incompleteness; or tidying when behaviour choices have resulted in untidiness)
- › 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
- › Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account (for example, a recent bereavement, has SEND needs (including any not previously identified) or experience significant personal challenges) 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 Removal from Class**

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

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 contacted on the same day that their child is removed from the classroom.

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

- › Meetings with a key adult/learning coach
- › Use of support staff
- › Referral to external agencies for support
- › Collaborative approach with parents/carers
- › 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 in the behaviour log on the school's management information system.

## **7.6 Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

## **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 in the bound and numbered book (kept in the Principal's office) and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Where risk would not be heightened, a CPI-trained member of staff will be sent for. When safe to do so, the pupil should

be given the opportunity to record their thoughts in the bound and numbered book and the relationship be restored.

## **7.7 Confiscation, searches, screening**

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

### **Confiscation**

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

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

### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the principal, or by the principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

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

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions

➤ Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the principal/designated safeguarding lead (or deputy), to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

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

Outer clothing includes:

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

### **Searching pupils' possessions**

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

- Desks
- Lockers
- Bags

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

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

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

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

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

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

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

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **Strip searches**

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

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

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

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

## **Communication and record-keeping**

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

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

## **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

## **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **7.8 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).

## **7.9 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.

## **7.10 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 principal 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.

## **7.11 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 and safeguarding policy for more information

## **7.12 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**

### **8.3 Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the principal 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. Preventative measures could include:

- › Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- › Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- › Adjusting uniform requirements for a pupil with sensory issues
- › Training for staff in understanding conditions such as autism
- › Use of separation spaces (nurture rooms or outdoor space) 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.

## **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 could include measures like:

- Reintegration meetings
- Daily contact with a key adult
- 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**

Our staff are provided with regular training on managing behaviour, including training on:

- De-escalation
- 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.

## **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 term by the principal.

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

- › At school level
- › By age group
- › By time of day/week/term
- › By location
- › By protected characteristic

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

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the principal and local 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). At each review, the policy will be approved by the local governing body.

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

This behaviour policy is linked to the following policies:

- › Exclusions policy
- › Child protection and safeguarding policy
- › Mobile phone policy
- › Anti-bullying policy

**Appendix 1: Responding to misbehaviour using the language of the school's mission**

|  |  |   |   |
|--|--|---|---|
| <p><b>Uniform issues, looking untidy, shirts not tucked in</b></p> | <p><i>Tuck your shirt in. Where's your tie?"</i></p> <p><i>"Your shirts always hanging out. Tuck your shirts in."</i></p>  | <p><i>"Thank you, you're looking smart. It's a shame your shirt has come out. It would look better tucked in."</i></p> <p><i>"Good afternoon. I know you take pride in your appearance. Can you now please tuck your shirt in?"</i></p> | <p><i>"Our mission reminds us to care like Jesus, including for ourselves- how could you look even smarter?"</i></p>  |
| <p><b>Students not where they should be</b></p>                    | <p><i>"What are you doing here?"</i></p> <p><i>"Where should you be now?"</i></p>  | <p><i>"Please return to ..... (insert where pupils should be)."</i></p>   | <p><i>"Please remember our mission statement of caring like Jesus (and staying safe) to return to ..... (insert where pupils should be). It's for your well- being and safety."</i></p>                     |
| <p><b>Physical or verbal altercations</b></p>                      | <p><i>"How dare you speak to each other like that!"</i></p> <p><i>"Stop fighting and move away, now!"</i></p>  | <p><i>"Think about how you should speak to each other."</i></p> <p><i>"Please keep your hands to yourselves."</i></p>   | <p><i>"How can you be more loving like Jesus in resolving this dispute?"</i></p> <p><i>"Please use Jesus' example of loving and caring to sort out this problem. "</i></p>                                  |
| <p><b>Poor lining up</b></p>                                       | <p><i>"Line up quickly and quietly. "</i></p> <p><i>"Get in a straight line and be quiet please."</i></p>  | <p><i>"Can we line up quickly? We're wasting valuable lesson time."</i></p>   | <p><i>"Jesus taught us to care for everyone. We can do this by lining up safely and carefully."</i></p> <p><i>"Our mission reminds us to love and respect each other- consider this when lining up"</i></p> |
| <p><b>Jumping queue at lunch time</b></p>                          | <p><i>"Oi, stop queue jumping and get to the back."</i></p> <p><i>"What do you think you're doing jumping the queue?"</i></p>  | <p><i>"Please stop pushing in; go to the back of the queue."</i></p>  | <p><i>"Please show more care and wait in the queue."</i></p> <p><i>"How can you show more care whilst waiting in the queue."</i></p>  |
| <p><b>Poor behaviour outside school</b></p>                        | <p><i>"That was appalling behaviour, it's not what we expect from St. Mary's pupils."</i></p> <p><i>"I'm very disappointed in the way you conducted yourselves."</i></p> | <p><i>"You must behave much better, especially outside school."</i></p>   | <p><i>"How can you show that we are living out our school's mission when outside school?"</i></p> <p><i>"It's important to show Jesus' love and care when outside school."</i></p>                          |

|  |  |   |   |
|--|--|---|---|
| <p><b>Ignoring school visitors – 'brushing past' visitors</b></p>            | <p><i>"Oi- watch what you're doing!"</i></p> <p><i>"Didn't you notice that you just brushed past a visitor?"</i></p>                     | <p><i>"Please take more care when walking past people, especially visitors."</i></p>  | <p><i>"How can you show our mission when meeting people?"</i></p> <p><i>"Having a caring attitude and showing courtesy to visitors helps to increase respect for all pupils."</i></p> |
| <p><b>Playground disputes between pupils spilling into the classroom</b></p> | <p><i>"Don't bring playground problems into my lesson."</i></p> <p><i>"You're old enough to sort out issues between yourselves."</i></p> | <p><i>"Don't try to resolve your disagreements in my lesson. We've got a lot of subject learning to cover."</i></p> <p><i>"I'll pass your issues to your form teacher."</i></p> | <p><i>"If we use our school's mission of love and care to listen to each other, we can then try to resolve the disagreement through compassion and forgiveness."</i></p>              |

## Appendix 2

| Behaviour   | Strategy examples  | Action   |
|---|--|--|
| <b>Level 1</b><br>Child is not following school rules (general low-level behaviour which causes disruption to others)<br>Examples include: shouting out, pushing in the line, refusing to follow instructions etc.  | ~ Reminder of correct behaviour<br>~ Change child's seat/tasks (Where appropriate), more praise to promote positive behaviour  | Two verbal warnings given to the child.<br>Ask child to repeat to ensure understanding.  |
| <b>Level 2</b><br>Repeating the above<br>Poor attitude or behaviour towards learning<br>Poor conduct  | ~ Reminder of expectations and explanation of sanction if behaviour doesn't improve<br>~ Change child's seat/task where appropriate, more praise to promote positive behaviour<br><br><u>Lunchtime supervisors:</u><br>~ Withdraw child from playing. Child to stay with staff member for 5 minutes<br>~ Record behaviour on Arbor and inform teacher at the end of lunchtime. | If repeated, miss 5 mins of play/lunch time (supervised by CT)<br>If after this time, CT to decide on another suitable 5min privilege loss (e.g.: golden time etc).<br>Record on Arbor<br><br><u>If level 2 behaviour occurs two or more times in one week. CT should discuss with parents/carers.</u> |
| <b>Level 3</b><br>Repeating the above<br>Poor attitude or behaviour towards others  | ~ Reminder of behaviour expectations and why and explanation of sanction (sent to Phase leaders) if behaviour doesn't improve<br><br><u>Lunchtime supervisors:</u><br>~ Withdraw child from playing. Child to stay with staff member for 15 minutes time out<br>Record behaviour on Arbor and inform teacher at the end of lunchtime.  | If repeated, child sent to Phase leaders (SLT)<br>Log on Arbor. Parents informed.<br><br><i>(Phase leaders: consider appropriate sanction)</i>   |
| <b>Level 4</b><br>Repeating the above   | ~ Explain sanction and why.<br>~ Discuss behaviour expectations and why.<br><br><u>Lunchtime supervisors:</u><br>~ Withdraw child from playing. Child sent to SENDCo/VP<br><br>Record behaviour on Arbor and inform teacher at the end of lunchtime.   | Child escorted immediately to SENDCo or VP<br>Parent informed.<br>Update on Arbor<br><br><i>If Level 4 behaviour is repeated there will be possible alternative provision made for lunch times, extra-curricular activities, or school trips). This is at the discretion of SLT.</i>                   |
| <b>Level 5</b><br><b>Examples include:</b><br>- Bullying<br>- racist or other discriminatory behaviour<br>- Sexual violence/sexual harassment<br>- Continuous accounts of stealing<br>- Continuous accounts or serious accounts of damaging school property<br>- Fighting<br>- Continuous accounts of swearing<br>- Racism<br>- repeated accounts of disruptive behaviour | Child to be escorted by a member of staff to SENDCo or VP. Investigation may need to take place<br><br><u>Lunchtime supervisors:</u><br>- Withdraw child from playing immediately<br>- Record behaviour in Arbor<br>- Take to SENDCo or VP and give information about incident.  | Removal from class- CT to provide work. To SENDCo/VP<br>Phone call to parents<br><br><i>If behaviours have caused significant harm to others, or are consistently repeated, a suspension may be enforced.</i>  |

\*This table shows a sample of behaviours and is not intended to be exhaustive.