



## Holy Souls Catholic Primary School

### Behaviour policy and statement of behaviour principles

<b>Approved by:</b>	Local GB
<b>Last reviewed on:</b>	October 2024
<b>Next review due by:</b>	October 2025

*'Together we can do great things'*

St Teresa of Calcutta

## **1. Aims**

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Holy Souls Catholic School Commandments

Respect for yourself

Respect for each other

Responsibility for your actions

# **Holy Souls Catholic Primary School**

## **Our School Mission**

**Holy Souls School welcomes you**

**Holy Souls School is a place where we can care**

**Holy Souls School is a place where we can prayer together**

**Holy Souls School is a place where we learn**

**Holy Souls School is a place where everyone is important**

## **Behaviour & Discipline Rationale**

As a Catholic school, our policy is based upon the principle that we are all created in the image and likeness of Christ. With Jesus Christ as the centre of all we believe. All stakeholders are expected to behave well, showing mutual respect, courtesy and consideration to each other. Policy and practice should promote mutual respect for all stakeholders where a good role model demonstrates self-control and self-discipline.

***“Love one another as I have loved you.”*** John 16 v 12

Every child matters and should at all times feel safe and secure.

### **Holy Souls Catholic Primary School is fully supportive in promotion of British Values.**

Our school promotes:

- The rule of law
  - Democracy
  - Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faiths.

We strive to be proud of our children as Christians, givers in life, good citizens with a strong faith base and a sense of responsibility to others.

We strive to succeed in achieving a healthy, safe, secure environment for our children where their well-being is protected and nurtured to enable them to achieve their very best.

When any of our stakeholders leave our school community we will be able to say that we achieved success, our very best and that we did it because of our call to lead a life of faith where Christ is at the centre.

To enable this to happen, clear structure and routine will allow children to develop a sense of security, reducing the opportunity for inappropriate behaviour. All stakeholders must be clear about what acceptable practice is and what is not. Consistency is paramount and all staff – both teaching and non-teaching must take responsibility for maintaining good discipline throughout the school.

## 1. Our expectations

### **In the classroom:**

Everyone should enter the classroom in an orderly manner.

Arrive to lessons promptly.

Settle down to work quickly.

Respond immediately to our STOP / LOOK / LISTEN system.

Avoid distracting other children / adults.

Speak politely.

Show respect and consideration at all times for themselves, others and school property.

### **Around the school:**

We all walk at all times.

We all move around in a calm and orderly fashion.

We all show respect to all adults around school.

We all treat buildings, property and facilities respectfully.

We all hold doors open for others.

### **On the playground:**

Fighting, hitting and play fighting is not allowed.

We all respond immediately to the directions and requests of the supervising adults.

We all treat each other with respect.

We all treat property and equipment with respect.

We do not interfere or spoil one another's games.

We do not use bad language.

**In the Dining Hall:**

We all eat their lunch in a polite manner.

We all use table manners.

We all place waste in the bins provided.

We all respond immediately to the direction and requests of the supervising adults.

We know that any uneaten food from a packed lunch must be taken home.

**The Helping Hand:**

Each class is issued with a red and yellow hand. These can be sent to the office area at any time by a child and handed to the office staff/ head teacher or deputy head teacher who are aware that immediate intervention is required.

Red hand signals a behaviour problem. Yellow hand signals a medical problem.

**2. Legislation and statutory requirements**

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

- > [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- > [Behaviour in schools: advice for headteachers and school staff 2022](#)
- > [Searching, screening and confiscation at school 2018](#)
- > [Searching, screening and confiscation: advice for schools 2022](#)
- > [The Equality Act 2010](#)
- > [Keeping Children Safe in Education](#)
- > [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- > [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- > [Use of reasonable force in schools](#)

- > [Supporting pupils with medical conditions at school](#)
- > [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on and uses support from:

- 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 online.
- [Police:](#)  
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf>

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

### **3. Definitions**

**Misbehaviour** is defined as:

- Disruption in lessons and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Refusal to follow instructions
- Incorrect uniform

**Serious misbehaviour** is defined as:

- > Repeated breaches of the school rules
- > Any form of bullying
- > Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- > Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment:  
such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic images
- Mobile phones\*

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)

\*Year 6 are permitted to store mobile phones in the school office if they are walking home independently from the Summer term as part of the secondary transition.

#### **4. Bullying**

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites



Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy statement.

## **5. Roles and responsibilities**

### **5.1 The Governing Body**

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

### **5.2 The Headteacher**

The Headteacher is responsible for:

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions 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 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)
- Reviewing and approving this behaviour policy

### **5.3 Teachers and Staff**

Staff are responsible for:

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

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

### **5.4 Parents and carers**

Parents and carers, where possible, should:

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

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

## **5.5 Pupils**

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

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

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

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

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

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

## **6. School behaviour curriculum**

### Pupil Code of Conduct

Each class will write their own age appropriate Code of Conduct at the start of the academic year which should be linked to our school Mission Statement. This will be displayed in the classroom and used as a point of reference when required.

E.G: Pupils are expected to:

- Behave in an orderly and self-controlled way
- Follow instructions.
- Show respect to members of staff and each other and our community.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.

- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.
- Be responsible for playing their part in creating a contented school
- Learn to accept responsibility for their own behaviour.

## **7. Responding to behaviour: Rewards and consequences**

### **7.1 Classroom management**

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

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

Display the behaviour curriculum or their own classroom rules

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

### **7.2 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection 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 Responding to good behaviour**

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

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

Positive behaviour will be rewarded with:

- Praise in class and in Gifts from God Assemblies for Leaders of Learning, Young Disciples, Readers of the week, Sports Person of the Week.
- Weekly Golden Time -a time for class members to share recreational time together in a variety of ways e.g. board games, screen time, extra playtime, quizzes, art and craft activities.
- Sharing of good work in class, in assembly.
- Head Teacher awards.
- Merit marks (e.g. Dojo points/ Stickers/ House Points/ Star of the Week)
- Individual class based teacher led rewards systems such as Secret Student, Post Cards/ Sunnygrams or Congratulations phone calls home to parents or message on Class Dojo.
- Special responsibilities/privileges.

### **7.4 Responding to misbehaviour**

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

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

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

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

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

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

- Requesting support for the pupil in the class from the Pastoral Manager
- Restorative play- time to work together
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, loss of Golden Time at teacher's discretion
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff (PL/AHT/DHT/HT)
- Letter or phone call home to parents
- Agreeing a behaviour contract/ plan (IBP)
- Putting a pupil on a behaviour audit or book.
- 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 when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

We may use the Romero Suite in response to serious or persistent breaches of this policy. This would be classed as an internal provision.

The range of consequences used to discipline inappropriate behaviour and to support the expected improved behaviour is outlined in the charts below.

Class teachers to share what is expected from their pupils at all times.

Unacceptable classroom behaviours to be dealt with using strategies listed below.

LEVEL 1 BEHAVIOUR	LEVEL 2 BEHAVIOUR	LEVEL 3 BEHAVIOUR
<p><b><u>Examples of isolated behaviours</u></b></p> <p><b>Low level disruption</b></p> <ul style="list-style-type: none"><li>• Fiddling with equipment, uniform etc</li><li>• Drawing on whiteboards/ fiddling with equipment</li><li>• Wandering around the classroom</li></ul> <p><b>Distracting others (stopping them from working)</b></p> <ul style="list-style-type: none"><li>• Pulling faces, poking</li><li>• Taking items which are not theirs</li></ul> <p><b>Distracting the teacher (stopping them from teaching)</b></p> <ul style="list-style-type: none"><li>• Swinging on chairs</li><li>• Shouting out</li></ul> <p><b>Verbal aggression</b></p> <ul style="list-style-type: none"><li>• Telling peers to “shut-up”</li></ul> <p><b>Inappropriate action/ choice of language- isolated incident</b></p> <ul style="list-style-type: none"><li>• Name calling</li><li>• Inappropriate touching</li></ul> <p><b>Others</b></p> <ul style="list-style-type: none"><li>• Not completing classwork, homework or home reading</li></ul>	<p><b><u>Persistent level 1 behaviour</u></b></p> <p><b>No response after Level 1 sanction:</b></p> <ul style="list-style-type: none"><li>• Answering back</li></ul> <p>Physical, verbal abuse to other pupils</p> <ul style="list-style-type: none"><li>• Deliberately hitting, kicking, pinching someone</li><li>• Swearing</li><li>• Spitting</li><li>• Disregarding an instruction or request</li><li>• Ignoring warnings</li></ul> <p>Bullying: see above definitions.</p>	<p><b><u>Persistent Level 2 behaviour</u></b></p> <p><b>No response after Level 2 sanction:</b></p> <ul style="list-style-type: none"><li>• Ignoring warnings</li><li>• Physical or verbal abuse towards adults (throwing equipment, threatening behaviour, hitting out, kicking, scratching, biting etc)</li><li>• Stealing</li><li>• Defacing/ damaging property (school / other peoples)</li><li>• Malicious accusations against school staff</li><li>• Possession of a dangerous weapon or prohibited item</li><li>• Absconding (internal and external)</li></ul>

**Strategies for all staff members**

<b>Strategies for all staff members</b>			
<b>LEVEL 1 BEHAVIOUR</b>	<b>LEVEL 2 BEHAVIOUR</b>	<b>LEVEL 3 BEHAVIOUR</b>	
<b>CONSEQUENCES</b>	Sharing expectations at all times Verbal prompts Encouragement Rewards Reminders – rules, expectations etc School / class rules Time out of the situation with TA Time out of classroom Use of: Teacher sanctions Telling parents Informal communications with SLT Restorative play  Time scale for sanctions to run for one week	Restorative play Time out of the situation with TA Time out of classroom Loss of recreation time (to complete task, discuss actions etc) Time out with SLT (lunchtimes) <i>Amount of time for this to be determined by the nature of the behaviour</i> School based behaviour book Home / school book Teacher to see parent, set targets / behaviour book (to be reviewed after 2 week period and if not successful implement us of external agencies eg Education Psychologist) Relevant intervention IBP	Involvement from: HT/DHT/AHT/ Parents Governing Body Relevant Intervention – IBP/ABC Risk assessment to be carried out <u>Lunchtime suspension</u> Parents requested to take pupil off site during lunchtime <u>Fixed term suspension:</u> Reintegration meeting with pupil, parent/ carer and SLT/ SENDCo <u>Repeated Fixed term suspension:</u> Reintegration meeting with pupil, parent/ carer and SLT/ SENDCo/ Chair of Governors <u>Permanent exclusion:</u> Parents/Governing body/ MAC/ SLT/ L.A Exclusions team
	A pupil who continues to demonstrate these types of behaviours even after class teacher intervention moves into Level 2	Level 2 behaviour can result in an suspension  A pupil who continues to demonstrate these types of behaviours even after class teacher / SLT interventions moves into Level 3	HT and GB to take relevant action.



### Success Strategies: Moving pupils forward

#### How to move a pupil from 1 to 0

Discussions with the child reminding of expectations and responsibilities

#### How to move a pupil from 2 to 1

Use of appropriate strategies  
PSHE Interventions e.g. Pastoral intervention  
Circle of friends  
Buddy system/Play partner  
Prayer  
Reconciliation  
Restorative play

#### How to move a pupil from 3 to 2

Advice from external agencies

### 7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

➤ Be recorded and reported to parents

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.

The current number of staff trained in Positive Handling is **9** (September 2024)

## **7.6 Absconding**

At Holy Souls Catholic Primary School, we actively work to provide a secure, safe environment, a school where children want to come to enjoy learning with others as part of a caring community. We recognise that it is unlikely that a child will try to abscond from our school but the procedures outlined ensure we are ready to deal with this eventuality should it occur. Where a child is likely to try to abscond due to their SEND needs, an individual risk assessment should be in place.

Definition:

To abscond is to 'leave without permission'. Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, schools and other education settings owe a duty of care towards their pupils. This duty of care requires that all reasonable steps are taken to ensure that pupils are safe and remain within the care of the school at all times throughout the school day and during school-led activities.

Internal Absconding	External Absconding
Where a pupil leaves the care of the responsible person without permission but remains on the school site. (Leaving the building without permission)	Where a pupil leaves the school site without permission. (Absconding from school grounds)
Where a pupil leaves a lesson without permission but remains on the school site. (Leaving the room without permission)	Where a pupil leaves an off-site provision without permission, e.g., curriculum swimming. (Absconding off-site)
	Where a pupil leaves a defined area or supervision of the responsible adult without permission, e.g., when undertaking an educational visit. (Absconding off-site)
	Where a pupil leaves the designated transport provided for them without permission (Absconding from transport e.g. school minibus)

#### Monitoring and Evaluation:

Each incident will be recorded on My Concern, monitored and evaluated. Risk assessments for any children believed to pose a risk of absconding will be created by school with the support of staff and parents/carers.

#### Parents and Carers:

Parents and carers of pupils are responsible for supporting the work of the school and encouraging their children to keep to all school procedures and policies. Once school has informed the parents that their child has absconded, parents and carers are responsible for actively supporting the school with subsequent procedures and actions. This could include coming into school to help secure the safety of their child as well as meeting with a Senior Leader in order to agree to subsequent actions. Risk assessments will be shared and signed by parents/carers.

### **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 Headteacher, or by the Headteacher 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 Headteacher, 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 Headteacher / designated safeguarding lead (or deputy) / pastoral lead, 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 members 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 members 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

Consequences 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

Consequences 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 Headteacher will make the report.

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

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

### **7.11 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.

## **8. Behaviour management**

Behaviour is monitored daily and weekly by the Senior Leadership Team. Behaviour is analysed weekly and formal half termly reports are prepared and shared with governors.

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.

School access support from a wide range of agencies such as:

- City of Birmingham School.
- Education Psychologists.
- Primary Support Service.
- Local Authority School Exclusions Team.
- The CAT team.
- Forward thinking Birmingham.
- School and Governor support.

## **8. Serious sanctions**

### **8.2 Removal from classrooms**

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

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

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by Mr A Mills.

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

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

Parents will be informed on the same day 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 learning coaches
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment

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

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

The school can use suspension 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.

- We liaise with Birmingham City Council School Exclusions Team.
- We liaise with our Safeguarding Governors.
- We follow the Department for Education advice published in the document:

'Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion.' (Updated September 2017)

- We acknowledge our legal duties under the Equality Act 2010 in respecting safeguarding and in respect of people with special education needs (SEN).
- We follow the DfE advice published in the document:

New Suspensions and Permanent Exclusion guidance issued by DfE July 2022

## **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.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long. Pupils will have an individual timetable.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for pupils with sensory issues or with a medical condition such as severe eczema
- Training for staff in understanding conditions such as autism/ ADHD.
- Use of St Teresa's/ The Romero Suite for pupils to regulate their emotions as required

## **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. For example:

- Reintegration meetings
- Daily contact with Pastoral Manager/ SLT/ Trusted Adult
- Use of Behaviour Book with personalised targets.

## **11. Pupil transition**

### **11.1 Inducting incoming pupils**

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

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

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

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

## **12. Training**

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

- The proper use of restraint (Positive Handling)
- 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 term by the Senior Leadership Team

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

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

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

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the Headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of Governors.

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

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and Safeguarding policy
- Anti- bullying policy statement
- SEND policy
- Online Safety Policy



## **Appendix 1: written statement of behaviour principles**

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

All pupils, staff and visitors are free from any form of discrimination.

Staff and volunteers set an excellent example to pupils at all times.

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.

The behaviour policy is understood by pupils and staff.

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.

Pupils are helped to take responsibility for their actions.

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

**The Governing Body emphasise that violence or threatening behaviour will not be tolerated in any circumstances.**

**Appendix 2: letters to parents about pupil behaviour – templates.**

**To be copied on to school letterhead.**

**First behaviour letter**

**Date**

Dear Parent/Carer,

As you know from your child's class teacher, \_\_\_\_\_, has not been behaving as well in school as **he/she** could.

It is important that your child understands the need to follow our behaviour policy and pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them. Our Behaviour Policy can be found on the school website. Please let me know if you require a paper copy.

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

Yours sincerely,

*Mrs L Kielstra*

Deputy Head teacher

Class teacher name:  
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**Behaviour letter 1– return slip**

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

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

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

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

**Second behaviour letter**

**Date**

Dear Parent/Carer,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that \_\_\_\_\_ is still struggling to adhere to our behaviour policy and pupil code of conduct.

I would appreciate it if you could arrange to meet me on \_\_\_\_\_ at \_\_\_\_\_ so we can discuss a way forward.

Yours sincerely,

*Mrs L Kielstra*

Deputy Head teacher

Class teacher name:

\_\_\_\_\_

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**Behaviour letter 2- return slip**

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

Name of child:

\_\_\_\_\_

Parent name:

\_\_\_\_\_

Parent signature:

\_\_\_\_\_

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

**Third behaviour letter**

Dear parent,

I am sorry to report that, despite our previous meeting and creating an initial behaviour contract, \_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ now needs a structured approach to help improve their behaviour in school.

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

Yours sincerely,

*Mrs L Kielstra*

Deputy Head teacher

Class teacher name:

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**Behaviour letter 3– return slip**

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

Name of child:

\_\_\_\_\_

Parent name:

\_\_\_\_\_

Parent signature:

\_\_\_\_\_

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

### **Appendix 3: Serious Incident Form**

THIS FORM MUST BE COMPLETED FOR ANY OF THE FOLLOWING INCIDENTS:

- Physical abuse of staff, pupils, visitors
- Verbal abuse of staff, pupils, visitors
- Deliberate damage to school property
- Leaving the school grounds / classroom without permission

Name of pupil:

Class:

Date:

Time:

Staff involved:

<b>Incident</b>	<b>Staff</b>	<b>Pupil</b>	<b>Visitor</b>	<b>Comment</b>

Briefly outline the background to the incident

Outcome:

Signed: