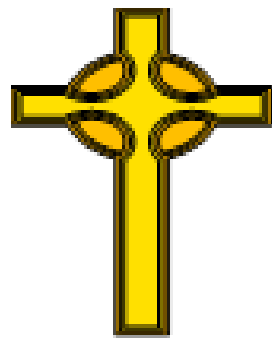


# Holy Cross Catholic Primary School



## Behaviour Policy

September 2024

*We care, we share, we value.*

**Date Agreed**

**To be reviewed on or before**

**September 2025**

**Signed** \_\_\_\_\_

**Headteacher**

**Signed** \_\_\_\_\_

**Chair of Governors**

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## **Statement of intent**

Holy Cross Catholic Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. As a Catholic school, the manner in which we treat others is central to all that we do. High standards of behaviour will be expected and promoted at all times throughout every aspect of the school's life. We will expect that pupils develop social and personal responsibility, care and consideration for others and to develop an understanding of how their actions affect other people. All members of staff will set high standards and learners will be given clear guidance on what is expected of them.

The school is committed to:

- Ensuring that mental health and emotional wellbeing is regarded as the responsibility of all.
- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Working in partnership with parents and carers to ensure that the school's values become central to the lives of our learners, and that all actions are influenced by both Gospel and British Values that the school looks to promote in order that the children are able to follow in the footsteps of Jesus.

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

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

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

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

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

# 1. Behaviour principles written statement

Holy Cross Catholic Primary School is committed to ensuring high behavioural standards for all pupils, and this statement sets out the broad values and principles with regard to behaviours that are expected and promoted. This statement has been approved by the headteacher and the governing board, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour.

Actual, practical applications of these principles are the responsibility of the headteacher, who will view each case in light of these principles and any relevant policies.

## Principles

The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

The school will create a calm and orderly environment to enable pupils to learn effectively.

The school prioritises inclusion and will ensure that all members of the school community are able to enjoy the activities of the school free from any discrimination. The school will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the school community in everyday practice. The school aims to foster a collective ethos amongst all members of the school community, and promote values of caring, empathy, teamwork and coordination.

The school endeavours to ensure that all pupils, staff and visitors feel safe in the school environment at all times through a high quality of care, support and guidance.

All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school community, and should be free from bullying, discrimination and distracting peer behaviour.

The school ensures that rules that reflect and are consistent with the messages taught across the curriculum are consistently applied across the school and, where sanctions are exercised, they are in line with the school's Behaviour Policy and are taken seriously. Good behaviour at school is acknowledged and rewarded at the discretion of all staff, who will judge appropriately.

The school offers comprehensive support to pupils displaying problematic behaviour, before and/or alongside disciplinary measures, taking into account pupils' home circumstances and any SEND.

Any kind of violence, threatening behaviour or abuse between pupils, or by members of the school community towards the school's staff, will not be tolerated. If a parent does not conduct themselves properly, the school reserves the right to ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.

Guidance on the use of physical intervention will be agreed upon by the headteacher and governing board, and is clearly set out within the school's Behaviour Policy and Physical Intervention Policy.

The school upholds clear and effective policies with clearly defined consequences for poor behaviour, that are applied consistently and fairly by all staff.

### **General expectations**

The school has high expectation for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. The school sets clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom.

The school makes behavioural expectations and the related policies clear and accessible to members of the school community, and ensures the community agrees they are fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school. The school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards. Each pupil receives the necessary behavioural support according to their specific needs.

The school creates a positive and respectful culture in which staff know and care about pupils.

The school does not tolerate offensive or insulting language in any circumstances and expects polite and considerate behaviour to be maintained by all. Bullying, discrimination, sexual harassment, sexual abuse and sexual violence are not tolerated, online or offline. The school effectively addresses harmful sexual behaviour in the Behaviour Policy, which details appropriate sanctions that are applied consistently. Pupils are encouraged to report any case of bullying they experience or observe to school staff, and wherever such behaviour occurs it will be dealt with quickly, consistently and effectively.

The school supports pupils to play a highly positive role in creating an environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. All pupils are taught to actively support the wellbeing of other pupils.

All pupils are expected to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.

Pupils are held to high standards of attendance. The school will take swift, appropriate and action to ensure that problems of lateness and absence are handled effectively.

Staff lead by example and model their conduct in line with the school's standards. This statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school.

## 2. Legal framework

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

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'
- DfE Behaviour in schools February 2024
- DfE School suspensions and permanent exclusions August 2024

This policy operates in conjunction with the following school policies:

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

### **3. Roles and responsibilities**

The governing board has overall responsibility for:

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

The headteacher is responsible for:

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

The senior mental health lead is responsible for:

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

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.



- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

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

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

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

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
  - Showing respect and care for others
  - Listening to others
  - Learning/working co-operatively

- Following the school rules
- Looking to resolve disputes positively
- Be aware of and understand their rights and responsibilities

Parents are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Support the school when reasonable sanctions to discipline a child have been used
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.

#### 4. Definitions

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

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

- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

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

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Refusing to complete work
- Disruption in the community
- Use of smart devices without permission
- Graffiti

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

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

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

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

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

## **6. Managing behaviour**

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The SENDCO & Behaviour Lead will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

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

- Issuing a verbal reprimand and reminder of the expected behaviour
- Setting a written task, such as an account of their behaviour
- Removal of privileges
- School-based community service, e.g. tidying the classroom
- Detention
- Where behaviour is considered to cause danger to themselves or others, attendance on trips may be prevented for safety purposes of the pupil, their peers and staff.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the Headteacher will determine the period the pupil will be removed from the classroom, as well as any detention time.
- The class teacher or key stage leader, will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

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

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.

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

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

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

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

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

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

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

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

### **Initial interventions**

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

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

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

- Frequently engaging with parents

- Providing mentoring and coaching
- Short-term behaviour report cards/target books
- Long-term behaviour plans/Pastoral Support Plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

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

### **Behaviour curriculum**

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

Positive behaviour is promoted at all times by:

- Having high expectations always
- An ethos of promoting positive relationships and mutual respect
- A clear and consistent rewards (see Appendix A) and sanctions procedure (see Appendix B)
- Celebration awards/assemblies
- A good example set by all adults in our community
- Behaviour awards and celebrations each half term
- A points system to earn Golden Time and recognition badges/trophies/certificates

\*See Appendix A for further examples.

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

## **Positive teacher-pupil relationships**

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

We ensure that pupils who attend Holy Cross, are supported to feel safe, happy and loved.

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

Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

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

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

Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

The school does not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

A pupil is not necessarily exempt from any sanction as a result of their special need as the school will take best endeavours to manage each child's behaviour as outlined above. I

## **De-escalation strategies**

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

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.

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

### **Supporting pupils following a sanction**

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve
- a phone call with parents,
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy

### **Physical intervention**

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

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil’s parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

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



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

### **Removal from the classroom**

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

The pupil will be moved to a room that is:

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

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

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

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

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

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

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

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

The school will collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal.

## **Detentions**

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

All teachers at the school can impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher.

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

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

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

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

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

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

## **8. Sexual abuse and discrimination**

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Child Protection and Safeguarding Policy.

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

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

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

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

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

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

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

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.

## **10. Effective classroom management**

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

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

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

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

### **Classroom rules and routines**

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils are provided with a Class Charter which they are required to read and sign. All rules outlined in the Class Charter are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

For younger pupils, parents will read the Class Charter with their child and sign it on their behalf.

### **The classroom environment**

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

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

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

## Praise and rewards

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

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Praise and reward is given for pupils noted to be living out the school mission statement
- Perseverance and independence are encouraged.
- The praise given is always sincere and is not followed with immediate criticism.

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

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

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

- Verbal praise
- Communicating praise to parents
- Monster points and stickers
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group

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

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

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

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

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

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

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

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

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

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

The school will collect data from the following sources:

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

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

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

### **13. Monitoring and review**

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

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

The next scheduled review date for this policy is **September 2025**



## Appendix A

### **Praise and Reward:**

There is obviously a place for censure but generally the idea of using praise as a positive method of encouraging good behaviour works very effectively with children. The forms of praise can vary to a large degree and could take the form of recognition that a certain type of behaviour pleases the teacher or that it has had a definite and positive result as in the case of consideration towards others. It should be used copiously and should be in such a form that the child recognises the outcome of his/her good behaviour and can take credit for it. Attention to good behaviour usually elicits a positive response from the child who generally feels successful and good about himself/herself for having made a positive achievement in the eyes of his/her peers and in the eyes of the teacher. It should also reinforce the general school guidelines and school rules for the other children who see a reward for a particular type of behaviour.

Praise could also be in the form of:

- Stickers
- Certificates
- A mention at the 'celebration assembly'
- Head teacher awards
- A work being displayed and celebrated
- 'Class dojo' points
- Greater responsibility
- Pupil of the day

Children in KS1 must achieve 10 Dojo's to take part in weekly Golden Time.

Children in KS2 must achieve 20 Dojo's to take part in weekly Golden Time.

Children who have less than 5 Negative Dojo's will attend a half termly behaviour celebration.

## Appendix B

### Sanctions and Consequences:

Hierarchy of Discipline Procedure	Person Responsible for action	Action to be taken / sanction
<b>Chance 1</b> <ul style="list-style-type: none"> <li>Minor breaches of class rules</li> <li>Treating others unkindly (e.g. not sharing)</li> <li>Disrespect of class property</li> <li>Not paying attention</li> <li>Shouting out during lessons</li> <li>Not completing work to a high enough standard</li> </ul>	<b>Class Teacher/ Teaching Assistant</b>	<ul style="list-style-type: none"> <li>Giving a disapproving look</li> <li>A verbal warning backed up with appropriately worded expectation and time and space given to respond</li> <li>Short discussion with child that does not interrupt the flow of the lesson</li> <li>Give child opportunity for apology</li> </ul>
<b>Chance 2</b> <ul style="list-style-type: none"> <li>continuing disregard for class rules</li> <li>poor behaviour in class</li> <li>answering back / arguing with others</li> <li>disobeying adults</li> <li>not completing work to a high enough standard</li> </ul>	<b>Class Teacher/ Teaching Assistant</b>	<ul style="list-style-type: none"> <li>Speak to child - inform that behaviour is inappropriate</li> <li>Give child opportunity to apologise</li> <li>Speak to parents (at the discretion of the teacher)</li> <li>Move child to another location within the room if appropriate</li> <li>Warn about negative dojo as a next step.</li> </ul>
<b>Chance 3</b> <ul style="list-style-type: none"> <li>deliberately upsetting another child</li> <li>swearing / inappropriate language</li> <li>continuation of chance 2 behaviour</li> <li>not completing work to a high enough standard</li> </ul>	<b>Class Teacher/ Teaching Assistant</b>	<ul style="list-style-type: none"> <li>Give child the opportunity to apologise</li> <li>Child to miss the next playtime or lunchtime (if required)</li> <li>Parents contacted by teacher if needed</li> <li><b>Negative Dojo given</b></li> <li>Details record (on day of incident)</li> </ul>
<ul style="list-style-type: none"> <li>Not changing behaviour from Chance 3 earlier in day.</li> <li>Fighting at playtime or lunchtime</li> <li>Not showing respect to school property</li> <li>Hurting another child physically</li> <li>Name calling directed at another child intentionally</li> </ul>	<b>Taken to Key Stage Lead</b>	<ul style="list-style-type: none"> <li>Negative Dojo given</li> <li>Incident recorded (on day of incident)</li> <li>Child to miss break (with class Teacher or TA) or lunchtime</li> <li>Parents contacted</li> <li>Child to apologise to child/teacher for their behaviour</li> </ul>
<ul style="list-style-type: none"> <li>Extreme or persistent behaviour</li> </ul>	<b>Taken to Headteacher</b>	<ul style="list-style-type: none"> <li>Lose 1 week of playtimes at break and/or dinner time</li> <li>Internal suspension</li> <li>Behaviour plan/Target Book</li> <li>Parents contacted to discuss actions and path forward</li> <li>Incident to be recorded (on day of incident)</li> <li>Negative Dojo given</li> <li>Child to apologise for behaviour and work decided by SLT, on how they will change their current behaviour for the better</li> <li>For extreme/severe cases, see exclusions policy</li> </ul>

## Appendix C

### Behaviour Contract

#### Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: \_\_\_\_\_ Date: \_\_\_\_\_

#### My goals

1

\_\_\_\_\_

2

\_\_\_\_\_

3

\_\_\_\_\_



To prevent my challenging behaviour, I can:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



When I demonstrate challenging behaviour, you can help me by:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



These are the consequences if I don't meet my goals:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



These are the rewards if I meet my goals:



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My contract will be reviewed on: date

Pupil signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_