St Edmundsbury and Ipswich Diocesan Multi Academy Trust

St Mary's CE Primary School

"Love one another. As I have loved you, so you must love one another." John 13:34

Promoting Positive Behaviour Policy

Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for head teachers and school staff, 2016
- Behaviour in schools: advice for head teachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the

welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

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

Rationale

At St Mary's C of E Primary School, we believe that everybody has the right to feel safe, to be happy and to learn. This document outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at our school. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and members of the wider community.

This policy reflects current practice within the school and its fair and consistent implementation is the responsibility of all staff.

Our primary school is committed to creating a safe, respectful, and positive learning environment for all students. Our behaviour policy is inspired by the principles outlined in Paul Dix's book, focusing on building relationships, fostering self-regulation, and encouraging positive choices.

At St Mary's C of E Primary School we are committed to our values of being: mutually respectful, effective communicators, patient, just, compassionate, aspirational, collaborative and reflective.

Aims

- **To ensure positive relationships are at the heart of a culture of positive behaviour.**
- **To create an environment that encourages and reinforces good behaviour.**
- **To define standards of behaviour.**
- **To encourage consistency of response to both positive and negative behaviour.**
- **To promote self-esteem and self-discipline**
- **To ensure that the school's expectations and strategies are widely known and understood.**
- **To encourage the involvement of both home and school in the implementation of this policy.**

Roles and responsibilities

The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the head teacher to account for its implementation.

The Head teacher

The head teacher is responsible for:

- Reviewing and approving this behaviour policy
- 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 CPOMs/behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Teachers and staff

Staff are responsible for:

1. Fostering and Maintaining Respectful Relationships:

- Staff and students will treat each other with kindness and respect at all times.

- Teachers will model positive behaviour and communication, emphasizing empathy and active listening.

- Students will be encouraged to develop strong relationships through cooperative activities and group projects.

2. Maintain High Expectations:

- Clear behavioural expectations will be communicated to all students, promoting a sense of responsibility and accountability.

- Students will be encouraged to set personal goals and work towards achieving them, fostering a growth mind-set.

3. Utilise Restorative Approaches:

- Conflict resolution will be approached restoratively, focusing on understanding the impact of actions and finding solutions that repair harm.

- Mediation and reflection will be used to address conflicts, helping students develop conflict resolution skills.

4. Practise Positive Reinforcement:

- Positive behaviour will be acknowledged and celebrated through verbal praise, certificates, and recognition in assemblies.

- A reward system will be implemented to encourage consistent positive behaviour and effort.

5. Facilitate Self-Regulation:

- Students will be taught strategies for managing their emotions and impulses, promoting self-control and effective decision-making.

- Calm-down and mindfulness practices will be available to support students in managing their feelings.

6. Consistent Consequences & Practices through the Rainbow System:

- A progressive and fair consequences system will be in place, where the severity of consequences aligns with the nature of the behaviour.

- Consequences will be discussed with students, focusing on learning from mistakes and making amends.

- Record amber behaviours in Wellbeing book on the same day. Three ambers equate to a red.

- Communicate with parents and SLT when a child is at ‘red’ on the rainbow reward system or where persistent issues occur.

7. Practise an Inclusive Approach:

- Individual differences and needs will be considered when addressing behaviour, ensuring that support is tailored to each student e.g. swearing

- Differentiated strategies will be used to help all students succeed, regardless of their abilities or challenges.

9. Continuous Improvement:

- The behaviour policy will be regularly reviewed and updated based on feedback, research, and best practices in behaviour management.

- Professional development opportunities for staff will be provided to enhance their understanding and implementation of the policy.

By following these guidelines inspired by Paul Dix's principles, we aim to create a school environment where every student can thrive academically, socially, and emotionally. Creating a calm and safe environment for pupils.

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.

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 e.g. class rules
- 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.

The Behaviour Curriculum

At St Mary's C of E Primary School, good behaviour is actively promoted and taught using a wide number of strategies and throughout the curriculum including:

- ELSA class, group and individual sessions and whole school approach
- PSHE Curriculum
- Daily Collective Worship, school vision and values
- Dojos, Class and Lunchtime awards for learning behaviours and values
- 'Star of the week', 'Headteacher Award' and 'Christian Values' certificates
- Agreeing and displaying class rules at the beginning of each academic year
- Play Leaders and lunchtime club
- School Council opportunities
- Worship Council opportunities
- Restorative Justice approach

To create an environment that encourages and reinforces good behaviour.
To promote self-esteem, self-discipline and positive relationships.

- We model positive behaviour with children, colleagues, parents and the wider community.
- We encourage positive relationships based on trust, respect, kindness and understanding with all stakeholders.
- We value all children's efforts and contributions.
- We develop children's self esteem.
- We foster trust.
- We reward positive behaviour in accordance with this policy
- We develop team work and promote team building
- We believe that every child is on their individual learning journey and celebrate progress

In the classroom;

- We establish clear routines
- We plan for the learning needs of individual children and provide differentiated activities.

- We actively involve pupils in their learning and provide structured feedback.
- We provide clear learning objectives.
- We organise the classroom in a way that encourages good behaviour
- We facilitate exciting, relevant and engaging learning activities
- We provide a supportive learning environment

To define acceptable standards of behaviour.

At St Mary's C of E Primary School, we recognise that children bring to school a variety of behaviours based on different experiences, values and attitudes. We understand that staff have a central role to play in the children's social and moral development as well as their academic development.

At school we must work towards standards of behaviour that allow every child to be and feel safe, to be happy and to learn. The St Mary's Code of Conduct is based on our Christian ethos and values. We define acceptable behaviour as that which reflects these principles.

Acceptable Behaviour

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Poor behaviour is defined as:

- Disruption in lessons, in shared areas throughout the school day and at break and lunchtimes
- Non-engagement in classwork or homework
- Poor attitude
- Incorrect uniform

We take a zero tolerance approach to serious misbehaviour, defined as:

- Repeated breaches of the school rules
- Persistent disruption
- Any form of bullying

- 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
- Physical assault - Causing deliberate* physical harm or marking a person** (including spitting or any actions that put others at risk of infection)
- Use of abusive or threatening language
- Willful destruction or damage to school or personal property
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco, cigarette papers or vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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. We use the following acrostic to teach an acceptable school wide definition of bullying:

S several

T times

O on

P purpose

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: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sharing of sexualised imagery on social media, 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

Racism The harmful belief that one's race or skin colour is better than another's, and as a result, treating someone poorly based on their race.

To encourage consistency of response to both positive and negative behaviour.
To ensure that the school's expectations and strategies are widely known and understood.

The fair and consistent implementation of this policy is the responsibility of all staff. All staff are aware of the policy and model the desired behaviours. We believe in the use of positive language and look at the behaviour rather than the child.

- The Promoting Positive Behaviour Policy is reviewed biannually
- Staff training linked to behaviour is annual
- New staff are inducted and familiarised with the Promoting Positive Behaviour Policy
- The Dojo individual reward system is facilitated throughout the school by all members of staff.
- The Rainbow Reward System system is displayed in all classrooms and is in effect in the hall, including during lunchtimes.
- Zero tolerance behaviour posters are displayed in each classroom.
- SLT and Pastoral Team monitors the class well-being books at regular intervals.
- The St Mary's Code of Conduct is displayed throughout the school.

To encourage the involvement of both home and school in the implementation of this policy.

This policy outlines our approach to promoting positive behaviour and sanctioning unacceptable behaviour. Its purpose is to inform all stakeholders and acts as a reference point when making decisions concerning behaviour.

It is the responsibility of all staff to make themselves aware of the details of this policy and for the Leadership Team to ensure that it is accessible to all staff at all times, including staff new to the school as a part of their induction.

This policy will be shared and publically available on the school's website.

Promoting positive behaviour

Our primary school is committed to creating a safe, respectful, and positive learning environment for all students. Our behaviour policy is inspired by the principles outlined in Paul Dix's book, focusing on building relationships, fostering self-regulation, and encouraging positive choices.

1. Respectful Relationships:
   - Staff and students will treat each other with kindness and respect at all times.
   - Teachers will model positive behaviour and communication, emphasizing empathy and active listening.
   - Students will be encouraged to develop strong relationships through cooperative activities and group projects.

2. High Expectations:
   - Clear behavioural expectations will be communicated to all students, promoting a sense of responsibility and accountability.
   - Students will be encouraged to set personal goals and work towards achieving them, fostering a growth mind-set.

3. Restorative Approaches:
   - Conflict resolution will be approached restoratively, focusing on understanding the impact of actions and finding solutions that repair harm.

- Mediation and reflection will be used to address conflicts, helping students develop conflict resolution skills.

4. Positive Reinforcement:
- Positive behaviour will be acknowledged and celebrated through verbal praise, certificates, and recognition in assemblies.
- A reward system will be implemented to encourage consistent positive behaviour and effort.

5. Self-Regulation:
- Students will be taught strategies for managing their emotions and impulses, promoting self-control and effective decision-making.
- Calm-down corners and mindfulness practices will be available to support students in managing their feelings.

6. Consistent Consequences:
- A progressive and fair consequences system will be in place, where the severity of consequences aligns with the nature of the behaviour.
- Consequences will be discussed with students, focusing on learning from mistakes and making amends.

7. Inclusive Approach:
- Individual differences and needs will be considered when addressing behaviour, ensuring that support is tailored to each student.
- Differentiated strategies will be used to help all students succeed, regardless of their abilities or challenges.

8. Parental Involvement:
- Parents and guardians will be actively involved in their child's behaviour development, with regular communication and updates.
- Parent workshops will be conducted to share strategies for promoting positive behaviour at home and school.

9. Continuous Improvement:
- The behaviour policy will be regularly reviewed and updated based on feedback, research, and best practices in behaviour management.
- Professional development opportunities for staff will be provided to enhance their understanding and implementation of the policy.

By following these guidelines inspired by Paul Dix's principles, we aim to create a school environment where every student can thrive academically, socially, and emotionally.
Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role and are a tool to valuing good behaviour. Strategies include;

- Recognising and praising good behaviour as it occurs.
- A smile or thumbs up sign.
- Thanking individuals or groups of children who have worked together well and explaining to others how they have achieved this.
- Positive verbal feedback or comments on written work.

- Class based incentives for group and whole class reward.
- Sharing work with the class or wider audience.
- Displaying children's work.
- Sharing work with another member of staff and the Headteacher
- Headteacher awards and certificates.
- Whole school collective worship to promote and celebrate positive behaviour.

Individual Reward

Class Dojo

Our pupils are motivated to do well by many factors, including our 'Dojo Reward System'. We recognise children's individual successes by the fore mentioned by awarding individual Dojo points. Every member of staff is able to award a Dojo point and it is made explicit by the adult why the Dojo has been awarded; linked to the school's Christian values or learning behaviours.

Star of the Week and Christian Values Awards

Given to pupils from the class teacher for effort, good work and/or excellent behaviour in class.

Headteacher's awards are given out during whole school Celebration Assemblies.

Group and Whole Class Rewards

Group rewards are primarily the decision of the class teacher. Groups of children and whole classes may earn Class Dojo points. These are accumulated over the half term and can be traded for a reward that the children decide.

Responding to Poor Behaviour

We address and improve poor behaviour e.g. low-level disruption. In the first instance we use a variety of positive strategies:

- Non-verbal messages - The Look, moving closer to the child and using visual/physical prompts
- Tactical or planned to ignore – Temporarily not to notice specific behaviour. The behaviour will be addressed with the child later at an appropriate time.
- Positive Reinforcement – Catch and praise the behaviour you want to see. Affirm when the child has made the right choice.
- Description of reality – A simple statement of fact describing behaviour. This is a calm statement of what is happening and will often end the behaviour there and then.

- Simple direction – Clear statement of required behaviour. The use of 'thank you' rather than please is a subtle way of showing that you expect children to do as you have asked.
- Rule reminder – Restate the relevant rule.
- Question and feedback – Asking a prompt question to show that you have noticed the behaviour. "What's happening here children?"
- Expressing disappointment or disapproval or using humour. If appropriate.
- Assertive statements e.g. "Jaden put your pen down now, thank you." If there is resistance to argument, acknowledge the child's point of view but reiterating your instruction. "I understand you have not finished, but I need you to put the pen down and listen."

Think about It If the child continues to repeat the behaviour they are asked to think about it. This may take the form of giving the child two choices, both of which are 'right'.

The 3 R's: Regulate, Relate, Reason
This strategy may be used: 1) Regulate – help the child calm first (quiet space, water, deep breaths; 2) Relate – connect through empathy. 'That was a lot for you, wasn't it?'; 3) Reason – Once calm, talk through what happened. 'What could we do next time?'

If the child continues to repeat the behaviour then the teacher will make a choice how to best stop the behaviour and set the child up to succeed.

1) This may include moving the child to another desk in class, taking time out of up to 10 minutes with an LSA, requesting support from a colleague to talk through the situation. This is recorded in the Well Being Book as 'amber'.

2) If the child continues to make the wrong choices, they will work in the Pastoral room with a Pastoral member.

3) If the child continues to make the wrong choices, they will work with a member of the SLT (Mrs Ratcliffe or Mrs Pope).

4) If poor behaviour continues, the next step is to be taken to the Headteacher where they will receive an 'internal suspension'

5) If the child continues to make the wrong choices, suspension will occur.

   At each stage, the child will have explained the reason for each step (3 Rs) and be given the opportunity to make the right choices.

Contact parents when at stage 4 or 5, in moderating their behaviour, the parents will be contacted. This is recorded as 'red' in the Class Well Being Book.

Sanctions

Despite positive responses as a means of encouraging good behaviour, we employ a stepped approach to enforce The St Mary's Code of Conduct and ensure a safe and positive learning environment.

Our philosophy: 'Discipline' comes from the Greek 'to teach' and disciple means 'to learn'. We believe that our role is to teach the children about making positive choices and developing their behaviour skillset rather than handing out punishments.

St Mary's C of E Primary School takes a restorative justice approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

When dealing with all forms of inappropriate behaviour adults follow these principles;

Be calm- children should be dealt with calmly and firmly, referring to what the action is and why the action is being taken.

Logical consequences- A logical consequence is a sanction that should "fit" the offence. It generally has two steps. The first step is to stop the misbehaviour and the second step* is to provide an action that recalls children to The St Mary's Code of Conduct, reinstates the limits and teaches alternative behaviours.

Fresh Start- although we record persistent and serious misbehaviours, every child must feel that every day is a fresh start and where possible that every session is a fresh start.

- See The St Mary's Code of Conduct (see Appendix B).
- See the Rainbow Rewards and Sanctions system which forms the core of our behaviour management systems (see Appendix C).

A record is kept in Class Well Being Books by the staff that documents children's names if they go onto 'amber' and/or 'red'. This allows the teacher to monitor patterns of behaviour. It is shared regularly with the Headteacher to monitor patterns of behaviour across the school and of individual children.

Behaviour Improvement Plan

If a child's unacceptable behaviour is persistent over time then a Behaviour Improvement Plan (BIP) will be developed to consistently address, change and monitor behaviour. The plan will be developed for the individual child by

the class teacher, parents, and the child themselves, with support from the SENDCO. They often take the form of a chart that is designed to reinforce positive behaviours, raise self-esteem, communicate a shared understanding and monitor progress. They provide a clear understanding of sanctions or consequences.

Behaviour Improvement Plans;

- Involve parents at an early stage
- Set SMART targets
- Provide rewards linked to targets
- Are subject to regular review by original parties
- May involve support from outside agencies

Serious sanctions

Detention

Pupils can be kept in class during break, or lunch if their behaviour is at red on the Rainbow Reward chart. This allows for the time required by both teacher and child to discuss the incident and put it right where necessary.

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 a member of staff.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the head teacher or senior leader.

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.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class and explore possible SEND needs and barriers to learning.

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.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents outlined, but not exclusive to, the Zero Tolerance document, or in response to persistent poor behaviour, which has not improved following in-school support, sanctions and interventions.

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

Parents may appeal against suspensions or permanent exclusions. The school will provide parents with information on how to appeal to Governing body. The school informs the Diocesan Multi- Academy Trust and Local Authority of permanent exclusions or any suspensions that go beyond 5 days.

Any exclusion appeals will be heard by the governor's pupil discipline committee. In these meetings the circumstances will be reviewed, representations from the LA and/or parents will be heard and governors will consider whether to reinstate a pupil. Head teachers are bound by this ruling.

Responding to misbehaviour from pupils with SEND

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.

Examples of anticipating and removing triggers of misbehaviour include:

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

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.

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.

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 contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan via the Local Authority.

Mobile phones

Mobile phones are only permitted for children walking to and from school unaccompanied.

- Mobile phones are stored by the class teacher on arrival and returned to children on departure
- There will be no exceptions to the rules for medical or personal reasons
- The school accept no responsibility for the loss or damage of mobile phones

Acceptable Use of ICT and the Internet

If the school is made aware of any behaviour by a pupil that breaches the acceptable use policy either inside or outside of school, this will be investigated, recorded and where necessary appropriate consequences will be given in line with this policy.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. It is only used as a last resort where the staff cannot remove themselves or the other pupils safely from the situation. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- 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 (Behaviour Log HT Office)

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. All staff are trained in Behaviour Safe approaches.

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 under misbehaviour) 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 head teacher, or by the head teacher 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 head teacher, 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 call the parent to assist or give an appropriate behaviour sanction.

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 head teacher can use reasonable force to search for any prohibited items identified in section 3.

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:

- Trays
- 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 are not permitted. If a strip search is thought to be necessary the school will contact the police and the parents/ carers. The school will not permit strip searches of children by police or any persons whilst acting in loco parentis. This decision is for the police and the parent/carer.

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.

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.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

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.

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.

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.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Pupil transition

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.

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.

Training

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

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

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 Governor responsible for Behaviour and Attitudes.

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.

Monitoring this policy

This behaviour policy will be reviewed by the head teacher and Local Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Standards Committee.

Links with other policies

This behaviour policy is linked to the following policies Exclusions policy

- Child protection and safeguarding policy
- Anti-Bullying Policy

Appendix A

Zero Tolerance

At St Mary's C of E Primary School, we follow a Rainbow Rewards and Sanctions system for unacceptable behaviour. We do however recognise that some more serious behaviour requires more immediate and effective action. These behaviours are listed below and result in immediate removal from the location to see the Headteacher. In situations where the child cannot be removed then the class will vacate the area and the Headteacher will be notified.

Zero tolerance behaviour will result in parents being informed and the incident being recorded in Behaviour File in HT Office. Depending on the severity of the incident the minimum consequence will be an in school exclusion for the remainder of that session (if the incident occurs towards the end of a session then the in school exclusion will be for the following session) or in more severe cases, for example, where the receiver has a lasting mark or significant injury then a fixed term or permanent exclusion will be put in place. The consequence will be specific to the behaviour and circumstances and is down to the Headteacher's discretion.

Zero tolerance behaviours include;

- Repeated breaches of the school rules
- Persistent disruption
- Any form of bullying
- Sexual violence
- Sexual harassment
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.
- Physical assault - Causing deliberate* physical harm or marking a person** (including spitting or any actions that put others at risk of infection)
- Use of abusive or threatening language
- Wilful destruction or damage to school or personal property

*deliberate- with intention, through unacceptable behaviour.
** Causing a lasting mark through unacceptable behaviour. We recognise that children can mark other children accidentally. Accidental harm will be addressed on an individual basis.

Appendix B

The St Mary's Code of Conduct

1. We behave safely.
2. We are respectful.
3. We engage with our learning.
3. We are motivated.
4. We think deeply.

Appendix C

READY TO LEARN **All children begin each session 'ready to learn'. What does this look like in your class? Make explicit e.g. display.**	**THINK ABOUT IT** **Unacceptable behaviour- child is reminded of the appropriate rule from The St Mary's Code of Conduct.** **KS1 E.g. "We behave safely."** **KS2 E.g. "What should you be doing?" Child responds by verbalising the appropriate rule.** ***Assertive statement e.g. "absolutely not, that is unsafe."***	**TEACHER'S CHOICE** **Child repeats the unacceptable behaviour during the same session.** **The child's name is recorded as Amber.** **Make a record in class behaviour book. To be handed to Pastoral Lead on a regular basis.** **The child is moved within the classroom/ learning area to continue their learning.**	**PARENT CONTACT** **Child repeats the unacceptable behaviour during the same session.** **Record the short date and red square on the behaviour monitoring grid (Well-being book) with <u>brief</u> reason.** **The child is moved outside of the classroom:** **1) Pastoral room** **2) SLT class** **See detention** **Child given opportunity to return to class if making right choices (Steps 1 and 2)**	**Child refuses to engage with adult or follow instructions.** **De-escalate where possible, allow for more time, provide choices etc.** **Child is escorted to the Head teacher.** **Send ta for Head teacher** **Headteacher** **-Internal suspension** **-Suspension**