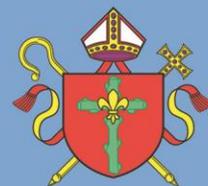# OUR LADY OF LOURDES

CATHOLIC MULTI-ACADEMY TRUST

Relationships and Behaviour Policy

St Mary's Catholic Voluntary Academy

ST. MARY'S
Catholic Primary Academy

Nottingham
Diocese
Multi Academy Trusts
CATHOLIC SCHOOLS
Moving Forward Together

Our Lady of Lourdes Mission Statement:

We are a partnership of Catholic schools.

Our aim is to provide the very best Catholic education for all in our community and so improve life chances through spiritual, academic and social development.

By placing the person and teachings of Jesus Christ at the centre of all that we do, we will:

- Follow the example of Our Lady of Lourdes by nurturing everyone in a spirit of compassion, service and healing

- Work together so that we can all achieve our full potential, deepen our faith and realise our God-given talents

- Make the world a better place, especially for the most vulnerable in our society, by doing *'little things with great love' St Thérèse of Lisieux*

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Governors' Committee Responsible:	OLoL Trust Standards Committee/Executive Board
Updates	
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Contents

1   Aims

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

- Outline the expectations and consequences of behaviour

- Provide a consistent approach to behaviour management that is applied equally to all pupils

- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2   Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools - GOV.UK (www.gov.uk)

- Searching, screening and confiscation in schools - GOV.UK (www.gov.uk)

- Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)

- Keeping children safe in education - GOV.UK (www.gov.uk)

- School suspensions and permanent exclusions - GOV.UK (www.gov.uk)

- Use of reasonable force in schools

- Supporting pupils with medical conditions at school

- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property.

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

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

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

3 Definitions

Behaviours displayed by pupils may fall under three levels. Please see the examples of behaviours below however this is not an exhaustive list and maybe be context dependent.

Low Level Disruption	Medium Level	High Level
- Talking over others - Shouting out - Wandering - Not following The St Mary's Way, SLANT or school/class rules - Not following instructions - Distracting others	- Low level behaviours but more persistent and continuing over time - Poking and nudging - Running in the corridors - Saying something mean - Refusing to start work	- Violence/Physical harm to others – fighting, pushing, kicking …with intent - Bullying – please refer to anti-bullying policy - Swearing - Answering back - Spitting - Defiance - Leaving the classroom without permission - Damaging property with intent - Inappropriate sexualised behaviour
Action: Graduated Approach steps above, followed.	**Action:** This would escalate straight to stage 3 on Graduated approach.	**Action:** This would escalate straight to stage 4 or above dependent on context, intent, the repetitive nature.
Each lesson, children have a 'fresh start'.		

4   Bullying

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

Bullying is, therefore:

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

Bullying can include:
This is not an exhaustive list.

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). Any form of coercive or controlling behaviour.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

5 Roles and responsibilities

5.1 The Trust Board

The Trust Board will monitor the risks and emerging trends in suspensions, permanent exclusions, safeguarding and attendance. Where risk is identified, the Board will challenge the executive team to ensure that effective mitigation is in place.

The Trust Board will review and approve the behaviour policy annually, or in line with any significant update throughout the academic year.

5.2 The Local Governing Body

The Local Governing Body is responsible for monitoring the implementation of the behaviour policy and challenge the senior leadership team concerning any emerging trends.

5.3 The Headteacher

The Headteacher is responsible for:

- Implementing the behaviour policy
- Ensuring that all stakeholders understand the behavioural expectations and the importance of maintaining them
- Ensure a culture of positive behaviour with all stakeholders
- 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
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
- Ensure that the behaviour policy is uploaded to the website

5.4 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Communicating with parents in a timely, sensitive and professional manner
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Making reasonable adjustments as required in conjunction with the SENDco
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

5.5 Parent and carers

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

Any in year updates will be uploaded to the website and changes communicated to parents.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and support it at home
- 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, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

5.6 Pupils

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.

Support and induction will be provided for pupils who join during the school year.

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

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

6 School behaviour curriculum

Mission Statement:
> Christ is at the centre of St. Mary's as we strive to nurture and care for our community and encourage them to **Believe**, **Succeed** and **Soar.** Through God's love, we support our pupils in recognising their God given gifts, strengthening their work as missionary disciples.

WE BELIEVE,   WE SUCCEED,   WE SOAR.

Introduction

St Mary's is a loving, caring school community rooted in the Gospel virtues of: Hope, Mercy, Love, Faith, Peace and Community. With and through God's love we show our Gospel Values of:

- Love and Respect
- Honesty and Forgiveness
- Generosity and Patience

Children are taught to love and care for each other and to be proud of their school. Children are expected to do their best at all times, to take pride in their behaviour and in their attitudes towards their learning. There is a focus on positive relationships, consistency, high standards, boundaries, praise and reward. We actively develop a positive and growing self-esteem in our children and provide a wide range of experiences in order to stimulate their interests and imaginations. We recognise that sometimes the wrong choices are made resulting in unacceptable behaviour. On such occasions, the children are encouraged to acknowledge their mistakes and to take responsibility for their actions. The emphasis is on forgiveness, the chance to learn from the mistakes made and to start again. In this way, all pupils are enabled to live like Jesus and to grow in Christian maturity.

Aims

- To make the Catholic faith the foundation of our culture.
- To create culture of respect and understanding where children feel happy and secure.
- To promote responsibility, tolerance and forgiveness.
- To promote positive relationships so that people together with the common purpose of helping everyone to learn.
- To help children to grow in a safe and secure environment where they develop self-confidence and self-control taking pride in their achievements.
- To help children to become positive, responsible and increasingly independent members of the school community.

Principles

We believe that children are likely to behave well within the school environment when:

- Clear expectations and procedures exist
- The curriculum is broad and balanced
- Work is matched carefully to the ability of each child
- Time is found to recognise the contribution of each child
- Children are involved in the decision-making process
- Positive role models are demonstrated through staff and volunteers present in the school
- Adults use positive language and reward positive behaviour rewarding children's efforts consistently
- Clear boundaries of behaviour and high expectations are in place
- Training is provided on the understanding of **Attachment** and **Trauma**
- Staff show understanding that behaviour is a **form of communication**; and that this may be particularly relevant to:
  - children who are in the Care of the Local Authority (Looked After Children)

- those who have been subject to a Child Protection Plan
- those with SEND
- those who may have had a referral to the school ELSA or therapeutic Counsellor
- those who have experienced bereavement
- those with challenging home circumstances or have suffered trauma
- those who have Social, Emotional and Mental Health Needs
- Staff use **Emotion Coaching** to support any children who have particular behavioural, emotional or social needs; and the reasonable adjustment of our rules to support individuals

Whole School Rules

St Mary's whole school rules are consistently applied across the school by all staff and are explicitly taught and modelled to pupils. All children have a clear understanding of the rules, routines and expectations of behaviour and are therefore able to understand the consequences of their actions.

The whole school rules are based upon the school's mission and Gospel values:
- Always try our best
- Show love and respect
- Take care of one another and our environment
- Move calmly around school
- Look smart and take pride in our uniform (Dress to Impress)

The **St Mary's Way** school rules detailing behaviour expected in and around school are explicitly taught and modelled by all staff to ensure children fully understand the school's expectations of behaviour. This includes the way children behave when they:
- Meet and greet others
- Line Up
- Walk around school
- Are in assemblies
- Are in their classrooms
- Are on the playground
- Are in the dining hall

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

6.1 Mobile phones

The DfE guidance states that:

'Every school has a duty to create an environment that is calm, safe and free from distraction so all pupils, whatever their background, can learn and thrive….Mobile phones risk unnecessary distraction, disruption and diversion…. This not only distracts the single pupil using the phone, but disrupts the lesson for a whole class, and diverts teachers' efforts away from learning. We owe it to our children to do what we can to remove distractions and enable them to be fully present and engaged in the classroom. We

also owe it to our pupils to keep them safe at school….By removing mobile phones from the school day, we can create a safe space where pupils are protected from the risks and dangers associated with social media and cyber-bullying, as well as the peer pressure and possible stigma associated with owning what are often expensive devices… By removing mobile phones, children and young people can spend more time staying active and socialising face to face with their peers, activities which have a positive impact on wellbeing. Schools can help children and young people develop these habits, which will in turn help them thrive outside of school.'

In line with DfE's mobile phone and behaviour guidance, mobile phones will not be permitted during the school day.

- Mobile phones will be handed in on arrival – We understand that some children walk to and from school on their own (Yr5 or Yr6) and therefore Parents/Carers may wish pupils to have access to a mobile phone, before and after school, in case of emergency. However, on entry to school, each pupil must hand in their mobile phone to the school office or class teacher. These can then be collected at the end of the school day.
- Mobile phones kept in a secure location, which the pupil does not access throughout the school day.

For EYFS, please see the safeguarding policy.

7 Responding to behaviour

7.1 Classroom management

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

They will:
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum (which are underpinned by our Gospel values) and their own classroom rules.
- Develop a positive relationship with pupils through the use of the St Mary's Way, which include:
    - o Greeting pupils in the morning/at the start of lessons
    - o Establishing clear routines
    - o Communicating expectations of behaviour in ways other than verbally
    - o Highlighting and promoting good behaviour
    - o Concluding the day positively and starting the next day afresh
    - o Having a plan for dealing with low-level disruption
    - o Using positive reinforcement

7.2 Safeguarding

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

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

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7.3 Responding to good behaviour

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

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

Rewarding Positive Behaviour

Rewarding positive behaviour is the first step taken to modify behaviour both in class and in and around the school. We seek to ensure a positive environment where children are encouraged to achieve, supported to behave appropriately and rewarded for positive behaviour, positive values and attitudes by:

- **Re-enforcement of positive behaviour** - adults in school use positive strategies to praise the expected behaviour and ensure relationships are strong between children and adults.
- **Communicating Praise with parents/carers via phone,** face-to-face or written correspondence.
- **Prayer and Liturgy, Assemblies and Circle Time** provide opportunities to discuss aspects of personal and social development including positive and negative behaviour.
- **Celebration Assembly** – Children are selected to be mentioned in the school's celebration at the end of the week. Children are recognised for effort, attitudes and behaviour. Handwriting and Attendance awards are celebrated within this assembly.
- **Shine Awards** - Children from each year group are nominated for **Shine Awards** by staff and the children receive a mention in whole school Celebration Assembly. This may relate to their work, effort, attitude or behaviour.
- **Gospel Values Award** - Children from each year group are nominated for **Gospel Values Award** by staff and the children receive a mention in whole school Celebration Assembly. Our 6 Gospel Values are: Love, Respect, Honesty, Forgiveness, Generosity and Patience.
- **Heart that Sees Award** – This award is linked to our Bishop's theme of missionary discipleship. As Christians, our mission is to bring Jesus to others. Looking around and noticing when someone is in need of anything and how we can act with love to help them in some way. The idea is that the heart sees where love is needed and acts accordingly. The 'acts' can be within school or something you have heard about outside of school. These are not awarded weekly/termly, but as and when an act is identified.
- **Believe, Succeed and Soar Award** - at the end of each term, in whole school assembly, children are nominated by class teachers to receive a the Believe, Succeed and Soar Award. This reward celebrates those children who are conscientious and demonstrate a good attitude to school life as a whole. (Achiever of the term).
- **House Teams:** There are four houses:
    - Czestochowa (red)
    - Lourdes (blue)

- ▪ <mark>Walsingham (green)</mark>
- ▪ <mark>Loreto (yellow).</mark>
- **House Points** House points are awarded by staff as rewards for attitudes, effort, behaviour, for caring about others and for living out our gospel values.
  - ▪ Bronze (25HP), Silver (35HP) and Gold (50HP) certificates are awarded when children have reached these targets.
  - ▪ House Captains will accumulate weekly House Point scores from classes to see the house winners
- **Class Cubes** - Each class work together to gain class cubes for expected behaviour.
- **School and Eco Councils** groups encourage mutual respect between members of the school community, help develop strong relationships, values and attitudes and enable all pupils to feel that their views and opinions are important within the context of the whole school.
- **Retreat Room** is a safe space available to all children at lunchtimes.
- **Positions of Responsibility** - Pupils throughout the school are offered opportunities to take responsibility, to show initiative and to extend their social and cultural experiences. These roles include:
  - ▪ Chaplaincy Team members
  - ▪ Minnie Vinnies
  - ▪ Head Students
  - ▪ Deputy Head Students
  - ▪ House Captains
  - ▪ School Council
  - ▪ Sports Ambassadors
  - ▪ Librarians
  - ▪ Eco Council
  - ▪ Lunchtime leaders
  - ▪ Playtime Leaders
  - ▪ Choir

7.4 Responding to misbehaviour

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

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

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

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

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

Relationships and Behaviour strategies used by all staff in school

Relationships and Behaviour Strategies
• **PREVENTION** – anticipation and removal of potential problems. *If you can predict it, you can prevent it.* • **INTERACTION** – ensuring all pupils get positive attention, eye contact and specific praise • **PRAISE** and **REWARDS** • **PROVISION** – ensuring that Learning and Teaching Policy is implemented and all children are • **LEADING BY EXAMPLE** - positive role modelling • **'DO' INSTEAD OF 'DON'T'** – when stating expectations • Use of gestures and signals rather than raised voices • Clear instructions delivered with even tone • Clear, verbal reminders • Listening to children's view points and gaining a full understanding of what has happened • Use of Emotion Coaching strategies (see appendix 2)

Relationship and Behaviour Management – A Graduated Response

A clear verbal reminder from a member of staff is expected to be sufficient to correct most inappropriate behaviour. If this fails, a clear, graduated response is used **consistently** throughout the school so that pupils and staff are clear as to the stages followed. These are based on two overarching stages: the help stages and the consequences. Offering guidance and support initially, is key to prevention of the reoccurrence of certain behaviours.

Strategies used in response to challenging behaviour.

When concerns arise, staff look to work in close partnership with the child and home to resolve the behaviour. We believe that negative behaviour is a form of communication and will seek to support children to make positive choices. All staff share the responsibility for managing unacceptable behaviour, both in school, and out of school (in certain circumstances – e.g. bringing the school's reputation into disrepute or incidents of bullying or harassment that affect children in school.) A list of unacceptable behaviour is included in **Appendix 3.**

When children's behaviour falls below the acceptable standard, a range of strategies and consequences are adopted. This includes the school's graduated response. Depending on the severity of the behaviour, the policy will be escalated. Strategies used to support challenging behaviour include:

- A requirement for a written apology
- A formal meeting between parents and Head Teacher/Deputy Head
- Exclusion from the classroom
- Exclusion from an activity (short term use)
- Exclusion from the right to represent the school

- A regular behaviour report to be given to the Headteacher/DHT

	Graduated Response to Expectations of Behaviour at St Mary's		
	Help Stages	**Steps**	**Procedure**
1		Reminder	Child is calmly reminded of school rules and our Gospel Values. Adult explains why we have the rules and what this looks like.
2		Second Reminder	Child is calmy reminded of school rules. If adaptations with regards to support tools are already in place for this child, prompt them to use. If not, help them to identify what will support them.
3		Reflection Time	Child has time to reflect in a designated area in the classroom with a reflection card linked to our School Gospel Values.
	Consequences	**Steps**	**Procedure**
4		Missed minutes of breaktimes Miss break/lunchtimes	If the child continues to make the wrong choices, minutes will be taken off their break or lunchtimes. Parents to be informed at the end of the day (phone/face-to-face)
		Work completed during breaktime	If the child's behaviour has resulted in their classwork not being completed, they must finish their work during break/lunch.
5		Conversation with SLT	Discussion about behavior and expectations with SLT. SLT member phones home to have a conversation with parents/carers.
6		Report	Child has to provide a report to the HT/DHT on a weekly basis.
7		SLT to meet with parent/carer	Meeting arranged to discuss behaviour with SLT and parent/carer.

Behaviour Log

Class teachers will keep a behaviour log which will be reviewed and monitored regularly. I it will have 3 trigger points within it.

Policy Trigger points	
Stage 2 on 3 separate occasions	If conversations and adaptations have been made but the child is still struggling. Meet with SLT member to discuss strategies.
Stage 4 on 3 separate occasions	Class teacher arranges a meeting with parents/carers to discuss.
Stage 5 on 3 separate occasions	SLT meeting with Parents/Carers to discuss behaviours and next steps.

The school may also use 1 or more of the following sanctions in response to unacceptable behaviour:

- Setting of written tasks such as an account of their behaviour
- Work missed to be completed at home, or at break or lunchtime
- Missing their break or lunchtime
- Behaviour Report Card
- Loss of privileges – for instance, the loss of a prized responsibility
- Agreeing a behaviour contract
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Serious Incidents

For incidents categorised as bullying, racist or violent, an additional form is completed by staff and added to CPOMS. This details the investigation process.

Mental Health, Behavioural and Emotional Support

The school's responsibility is to support all children. It is recognised that some children have particular behavioural, emotional, mental health or social needs. Where this is identified, the school will make reasonable adjustments to the behaviour policy and put in place a strategy of support.

The school implements a graduated response to Mental Health Support.
This may include:

- In class ELSA (Emotional Literacy) and check-ins with the class teacher and support staff
- ELSA (Emotional Literacy Support) support from the school's
- Development of personalised Risk Assessment
- Development of a behaviour support plan
- Involvement of the school SENDCo
- Implementation of ABC chart between both home and school to track triggers. (See Appendix)
- Involvement of the school's therapeutic counsellor
- Targeted Support from the Behaviour Support Team or other outside agencies
- Establishment of support programme - personalised behaviour contract

The following are unacceptable responses to negative behaviour:
- Making it personal
- Asking a child why they are behaving in a certain way
- Shouting
- Criticism, sarcasm, comparison
- Labelling the child rather than the behaviour
- Discussing a pupil's behaviour in front of them or other children
- Discussing a pupil's challenging behaviour negatively with other staff

Exclusion

The Head Teacher (or Deputy Head in the Head Teacher's absence) will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

The Head Teacher will consider the following questions:
- Is the behaviour in breach of the school's Relationships and Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parents' agreement?
- Has the school previously supported the child (what/when/what level of impact did this have)?
- Does the child have any recognised behaviour problems?
- Have reasonable adjustments already been made or could they now be made? (Evidence could be SEN documentation e.g. EHCP, Provision Map, PSP, Risk Assessments)
- Even if the child does have a recognised behaviour problem the Headteacher has a duty of care to all children. If the risk to others cannot be controlled, then exclusion should be considered.
- Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?
- Once all other considerations have been made, and the answer to this final question is 'yes' then an exclusion must be applied. In this case, the school will follow the model from Local Authority guidelines.

7.5 Reasonable force

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

- Hurting themselves or others
- Damaging property to the extent of causing injury to themselves or others
- If a criminal offence is being caused, if appropriate the police should be contacted

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 on CPOMs and school must inform parents/carers

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.

7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Ensure you contact your DPS team for advice and support.

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

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

7.6.1   Searching a pupil

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

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

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

- Parents must be informed immediately (see 7.6.4 for further detail)

When an authorised member of staff conducts a search without a witness, they should immediately report this to the Headteacher/SLT/DSL, and make sure a written record of the search is kept.

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

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

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

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

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

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. The member of staff will then contact the headteacher / Deputy Headteacher, to try to determine why the pupil is refusing to comply.

If a student is suspected of having an offensive weapon or suspected of being involved in criminal activity the police must be called. 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 causing disorder.

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

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

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket/school shirts being worn over a t-shirt/blazer/shirt pockets)
- Hats, scarves, gloves, shoes or boots

7.6.2   Searching pupils' possessions

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

- Desks
- Lockers
- Bags
- Trays

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.

7.6.3   Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay and record all searches within CPOMs:

- 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 on CPOMs.

7.6.4   Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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

7.6.5   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 whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

If the child has a social worker, they will be informed by the school.

7.6.6   Strip searches

The [Police and Criminal Evidence Act 1984 (PACE) codes of practice - GOV.UK (www.gov.uk)](https://www.gov.uk) states that strip searches on school premises should only be carried out by police officers.

Staff will consider the potential for a strip search taking into account the pupil's mental and physical wellbeing and the risk of not recovering the suspected item and will then contact the police to enact this.

Under no circumstances should a member of staff conduct a strip search of a pupil.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them as stated in the [Police and Criminal Evidence Act 1984 (PACE) codes of practice - GOV.UK (www.gov.uk)](https://www.gov.uk). The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should always advocate for pupil wellbeing.

In the event a strip search is deemed necessary by the police, an appropriate adult must be present.

7.6.7   Communication and record-keeping

The DPS team must be contacted immediately, if a strip search is being considered.

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether 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/carers, or they aren't able to come into school to act as the appropriate adult, a member of SLT (Senior Leadership Team) can act as the appropriate adult (see below for information about the role of the appropriate adult).

In the event of contact with parents being unsuccessful before the strip search, the pupil's parents/carers will always be informed by a member of the SLT 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.

7.6.8   Who will be present

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

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

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

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

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

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Be a member of the SLT.
- **Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex or if there is not a member of the same sex in school.**

The search will not be carried out anywhere where the pupil could be seen by anyone else.

7.6.9   Care after a strip search

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

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

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

Any pupil(s) who have been strip searched previously will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 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

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
    - **This could be within school or out of schools hours.**
- 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

7.9 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 and contact their link DPS.

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 or a member of the senior leadership team 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.

All elements will be recorded on CPOMs.

7.10   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

o Report to the police

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

7.11 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 and managing allegations against staff protocol, for more information on responding to allegations of abuse against staff or other pupils.

8 Serious sanctions

8.1 Losing minutes from playtimes

Losing minutes from playtimes may be used in certain circumstances, for example fighting. During part of this time a reflective discussion will be had to support the pupil in making future behavioural decisions. Parents/Carers will be informed by their class teacher.

When imposing a sanction, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms

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

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be 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, and will be removed for a maximum of 1 day.

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

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

Parents/carers will be informed on the same day that their child is removed from the classroom. The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with Pastoral team (MHST, ELSA lead, Trauma Support Specialist, Forest school lead) and class teaches
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans – including Pastoral Support Plans
- Pupil support units - BOSS
- Multi-agency assessment

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

8.3 Internal Suspension

As part of a whole school approach to behaviour and attendance, internal suspension usually offers immediate, short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted. Any period of internal suspension should be for the shortest time possible. It is good practice to ensure there is a clear and shared understanding between all staff, children and young people, parents and carers about this policy and practice involved in internal suspension.

Parents and carers will be notified in advance of an internal suspension.

Internal suspension should not become:
- a provision for long-term respite care

- a 'dumping ground' for pupils who may need specific support
- a 'badge of honour' for children and young people (i.e. they can gain inappropriate approval from their peers)
- a fast track to permanent exclusion

The reasons for the referral should be made clear to the pupil (and parents/carers if appropriate). The referral should also include information on what lessons the pupil will be missing and any suggested work that can be completed. All referrals will be authorised by the Head teacher/Deputy Headteacher.

8.4 Suspension and permanent exclusion

Headteacher must inform the DPS team in the event of a Permanent Exclusion.

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

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

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

Please refer to our OLOL suspensions and exclusions policy for more information.

9 Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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.

Adaptations may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues 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

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction

- The pupil was unable to act differently at the time as a result of their SEND

- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan. https://www.lincolnshire.gov.uk/support-education

10 Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals.

11 Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

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

12 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 – Team teach (for 6 members of staff)
- Emotions coaching training
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13 Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys).

The data will be analysed every term by SLT.

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 them.

13.2   Monitoring this policy

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

14 Links with other policies

This behaviour policy is linked to the following policies.

- Suspension and Exclusion policy
- OLoL Child protection and safeguarding policy
- Physical restraint policy
- OLoL IT Policy
- OLoL Confiscation and Searching Policy
- Anti-Bullying Policy
- Positive Intervention Policy (Team Teach)
- RSHE Policy
- Equality Policy
- Mental Health Policy

Appendix 1

Whole School Procedures – The St Mary's Way

The **St Mary's Way** school rules are explicitly taught and modelled by all staff to ensure children fully understand the school's expectations of behavior in and around school. This includes the way children behave when they behave when they:

- Meet and greet others
- Line Up
- Walk around school
- Behave in assemblies
- Behave in our classrooms

- Pay attention in class
- Use our lockers
- Behave on the playground
- Behave in the dining hall

These are taught, practised and written down for all staff, children and parents to ensure consistency.
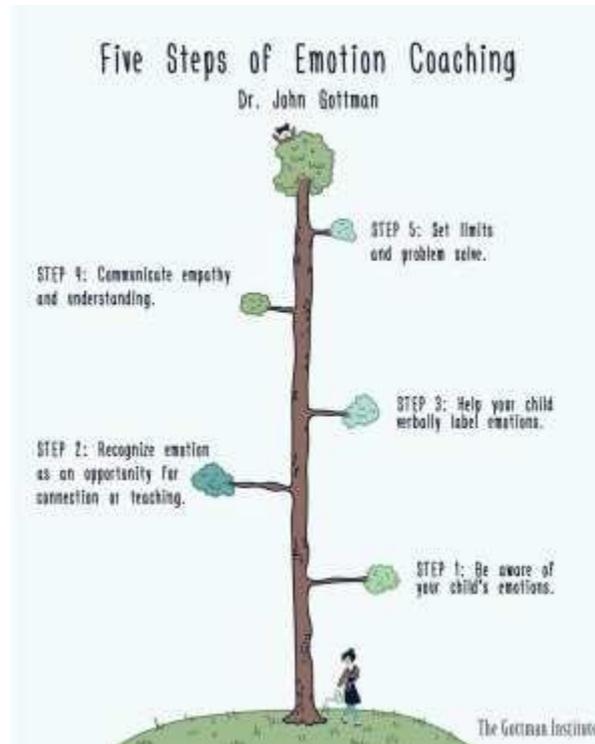
Appendix 2

Emotion Coaching

Staff use **Emotion Coaching** to support any children who have particular behavioural, emotional or social needs.

EMOTIONS COACHING APPROACHES	
RELATE	**RECOGNISE:** *'I can see you're feeling .... right now'*, 'I wonder if you are feeling ....' 'I wonder what you are trying to tell me right now…….' **CONNECT:** *'It's not nice when we feel…'* *'You're not alone feeling ....'* *'that was really brave of you to tell me that… '*
REGULATE	**VALIDATE AND LISTEN***: 'But it's OK to feel .... do you want to tell me about it?'*
REASON	**SET LIMITS:** *'Although it's OK to feel… it's not OK to…'*

| | **PROBLEM SOLVE:** *'Another time when you're feeling……. maybe you could try………'* |

Appendix 3

Unacceptable Behaviour

The following list is not exhaustive. Behaviour considered unacceptable include:

- Disobedience to a reasonable instruction.
- Inappropriate dress, extreme hair styles, jewellery, makeup, body piercing
- Throwing, biting, spitting, hitting and kicking.
- Foul language and swearing
- Making unkind remarks
- Damaging property
- Answering back, rudeness or aggression to adults
- Stealing
- Carrying knives, drugs, alcohol or any offensive weapon into school
- Truancy
- Racist/Homophobic/Sexist comments or behaviour that causes offence
- Harmful sexual behaviour
- Child on Child Abuse
- Fighting or encouraging others to fight
- Bullying
- Putting themselves, other children or adults at risk.

The following is a list of banned items:
- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- 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, or damage to property of; any person (including the pupil).
- an article specified in regulations[1]:
  - tobacco and cigarette papers;
  - fireworks; and
  - pornographic images.

Under common law, our school staff have the power to search a pupil for any item if the pupil agrees. Our member of staff will ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. The DSL will ensure such referrals are made in a timely manner in line with the safeguarding and Child Protection Policy (**CPP**).

Our school's behaviour policy does outline the banned items for which a search can be made. This must include the list of prohibited items above, and may include other items which a headteacher has decided are detrimental to maintaining high standards of behaviour and a safe environment e.g. e-cigarettes or vapes.

Appendix 4

The Behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).

Bullying (See Anti Bullying Policy)

The school does not tolerate bullying. This includes cyberbullying, predudice based and discriminatory bullying. A record is kept of known bullying incidents which is shared with and analysed by the governing body. The school's policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures.

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[1] The Schools (Specification and Disposal of Articles) Regulations 2012 (legislation.gov.uk)

All children know and use the school's **STOP** definition and strategy (Several Times On Purpose; Start Telling Other People). During National Anti-Bullying week, House Captains present anti-bullying assemblies to the school.

All children take part in activities which raise awareness of **STOP.** This is done through assemblies, competitions and discussions or debates in classrooms. The subject of bullying is addressed at regular intervals during RSHE sessions.

Racist, Homophobic or Sexist comments or behaviour

Any words or actions that cause offence to another person and are considered racist, homophobic or sexist by the offended person are deemed to be offensive remarks. In this event; a discussion is had with the child involved and expectations of behavior are clarified. The Head Teacher and parents are informed and a record of the incident is made on CPOMs.

The Head Teacher reports to the Governing Body on behaviour including Racist, Homophobic or sexist comments or behaviour. In persistent cases, parents may be asked to discuss the matter with the head Teacher and a referral made to police in line with the school Equality Policy.

Sexual Harassment

Any report of sexual violence or sexual harassment will be taken seriously. All victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment.

Refer to the Safeguarding and Child Protection Policy which includes more detail on sexual harassment and sexual violence.

Appendix 5

ABC Chart

Pupil Name:				
Date Time Place Duration	**Action/Antecedent** What happened right before the behaviour?	**Behaviour** What did the behaviour look and sound like? Detail the physical actions you can see. Be specific. Remove emotion. Non-compliance, scream, verbal aggression, physical aggression, become distressed, throwing objects, running away	**Consequence** What happened directly after the behaviour? How did you respond? What was said? How did you re-direct or not? What did the child obtain or avoid? Ignore behaviour, guided compliance, offered choice, avoid/delay of the activity, kept demand, verbal redirect go to safe place, time in class called for assistance.	**Observed By**

Appendix 6

School Uniform Graduated Response

Remind child of school uniform, setting expectation for the following day.
Speak to parents/carers to remind of policy.
Office to send standardised email reminder with expectation set.
Class teacher to phone home.
Provision of uniform from school.

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Class: Behaviour Log   Term:

Name	Behaviour Stages					Comments Triggers or patterns
	2	4	5	6	7	

Policy Trigger points	
Stage 2 x 3	If conversations and adaptations have been made but the child is still struggling. Meet with SLT member to discuss strategies.
Stage 4 x 3	Class teacher arranges a meeting with parents/carers to discuss.
Stage 5 x 2	SLT meeting with Parents/Carers to discuss behaviours and next steps.