



St Mary's Catholic Primary School

Love God... Love Others... Love Ourselves...

Behaviour and Discipline Policy

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This policy has been reviewed and approved by the Headteacher and the School's Governing Body.	



Behaviour and Discipline Policy

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1. STATEMENT OF INTENT

St. Mary's Catholic Primary School believes that, in order to facilitate teaching and learning, acceptable and appropriate behaviour must be demonstrated in all aspects of school life. We are committed to using the strategies detailed in this policy in a consistent way to ensure that every member of the school community feels valued and respected.

The school aims to promote an environment where everyone feels **happy, safe and secure** and we ensure that all members of our school community feel a sense of equality and fairness.

At St. Mary's we use a system of rules to promote good behaviour. Any such system should aim to develop self-regulation in pupils and create conditions for an orderly community in which effective learning can take place, and in which there is mutual respect for all members.

It shall be the duty of the Headteacher to determine measures to be taken with a view to:

- a) promoting among pupils, self-discipline and proper regard for authority
- b) encouraging good behaviour on the part of the pupils
- c) securing that the standard of behaviour of pupils is acceptable
- d) otherwise regulating the conduct of pupils
- e) promote a culture of praise and encouragement in which all pupils can achieve.

We recognise children's behaviour as a means of communication. This policy outlines the strategies used not only to support children in following the school rules to enable the best learning outcomes, but also to support children in developing an understanding of themselves, their emotions and how they can regulate in a positive way.

School Rules:

Creating the correct ethos at the school is essential for learning. In order to achieve this, both staff and adults follow the golden rules;

1. Be gentle – don't hurt anyone
2. Be kind and consider the feelings of others
3. Be honest – always tell the truth
4. Work hard – don't waste time
5. Look after our school and your own things
6. Listen to others and respect their views

At St. Marys, we aim to promote good behaviour, rather than merely deter anti-social and disruptive behaviour. We listen to children and take into account their views and feelings, develop their self-esteem., and steer children in the direction to becoming a cooperative and conscientious citizen of our school community. In order to promote an ethos of respect, adults speak appropriately and constructively to children at all times whilst encouraging them to respond in a similar manner.

2. LEGAL FRAMEWORK

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008



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- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Exclusion and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

3. ROLES AND RESPONSIBILITIES

The governing body will have overall responsibility for:

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

The headteacher will be responsible for:

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

The senior mental health lead will be responsible for:

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

The SENCO will be responsible for:



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- Collaborating with the governing body, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

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

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

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

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

4. DEFINITIONS

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.

This will include, but is not limited to, the following:



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- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of prohibited items (see Section 14 for further details)
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

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

- Lateness
- Poor uniform presentation
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework or equipment
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

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

5. STAFF INDUCTION, DEVELOPMENT AND SUPPORT

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

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

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.



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

6. SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS (SEMH)

At St. Mary's we understand that every child is different and they all have different needs. To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

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

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

7. CREATING THE CORRECT ETHOS

As a Catholic school, the basis of our mission is to value and respect every person as an individual, made in the image of Christ.

High standards and expectations of good behaviour, therefore, are fundamental if our children are to develop positive long-term relationships and remain happy and secure within their school environment.

We know that effective behaviour management does not simply just happen - it needs to be consistently a high priority within any school environment.

As a school we need to:

- set high standards for all children
- apply rules consistently and fairly – according to children's individual needs

Relationships are a very important part of school life. Teachers should take the initiative and set an example by:

- using please and thank you, and emphasising the need for good manners
- greeting children when moving around the building and respond when greeted
- using the children's names in passing and recalling things that they have mentioned in the past
- noticing good behaviour and manners and commenting on it positively.

To create a positive atmosphere, examples of good behaviour should be highlighted:

- praise should be used often, but at appropriate times and in context
- good behaviour should be rewarded
- good role models should be commended

Dealing with confrontational situations

When dealing with a more confrontational situation, all members of staff should handle the children in the same way:

- be calm
- listen carefully to the things that the child is telling you
- establish the facts
- make a judgement only when you are certain of events



- avoid confrontation whenever possible
- use harsh punishments very sparingly and at the discretion of the Headteacher.

De-escalation strategies

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

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

Trained members of staff have the legal right¹ to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via an exclusion. Where exclusion is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in an exclusion in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

8. WHOLE SCHOOL POSITIVE APPROACH TO MANAGING BEHAVIOUR

We recognise the need to acknowledge appropriate behaviours and reward children's efforts on a range of levels. When children are rewarded for their good behaviour staff must make it clear to them and other children the reason for the reward.

Within each classroom, the colourful behaviour chart allows children to move upwards from green, to purple, to gold. Children who are on gold at the end of each day will receive a sticker from their class teacher.

Gold achievements will be recognised and recorded with rewards offered at the end of each half term. Children with consistent Gold behaviour will see their name will appear on the Going for Gold display. Other rewards range from certificates, small educational prizes such as books and stationery and Golden Time, during which the children can choose from a variety of activities.

¹ s93 Education & Inspection Act 2006 & DfE guidance: 'Use of reasonable force', July 2013



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Staff should understand that effective praise helps the child to develop positive attitudes and foster intrinsic motivation.

The ways in which we reward and celebrate good choices are:

- teachers congratulate children;
- we get to know children well, looking out for positive behaviour and words.
- personal and public praise
- each week during our Friday assembly, Gold children are recognised in the Golden book and given a Headteacher's sticker.
- teachers give children stickers, praise stamps, certificates
- pupils in KS2 are rewarded with posts of responsibility, such as lunchtime monitors, library monitors, subject ambassadors, play leaders etc.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Sanctions are at the discretion of the Headteacher.

9. POSITIVE BEHAVIOUR FOR LEARNING OUTSIDE OF THE CLASSROOM

Movement in and around school

- Children will walk safely in the corridors
- Children and staff will walk on the left-hand side
- Children will move quietly around the school
- Children must not go into offices, classrooms, libraries without an adult supervising them
- All staff must have high expectations of all children's behaviour and ensure they are supervising whole class movements
- At the end of playtime/lunchtime, children should calmly and quietly line up before entering the building.

Behaviour in the dining hall

Children have an allotted slot in the dining area. Staff on duty will ring a bell and hold up signs to inform children when they should move safely to line up to be taken around to the dining hall.

When children are eating their lunch, they are expected to sit at a table. All children will be expected to eat sensibly and respect each other. Quiet talking and the use of 'indoor voices' is acceptable whilst the children are eating.

Playground Expectations

- All staff must be aware of break time and lunchtime rotas and to be prompt when on duty.
- Staff escort children into the playground at the start of playtime and ensure that there is someone on duty before leaving them.
- If staff attend in-service training courses, then it is expected that they will swap duties. If a member of staff is absent and on duty, The Headteacher or Deputy Headteacher must be notified.
- If you are on duty and, in the rare occasion that you need to leave the playground, then you must inform another member of staff and ensure that your area is covered.
- All staff must be vigilant and mobile while on duty.

Rules and Expectations for children

- Children must not have any toys or unauthorised equipment in the playground
- No food or drinks are allowed in the playground at lunchtime. Children must eat all food in the dining hall.
- Chewing gum is not allowed in school
- Children must avoid touching the plants and shrubs.
- Children who are playing ball games such as football/basketball must show consideration and care towards others
- All staff must have high expectations of all children's behaviour and deal promptly with any incidents;



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where possible they should be anticipating potential incidents.

- Children will stay within their allocated playground area, and follow the line around the building when going to and from the dinner hall.
- Children should not be inside the school building (other than the dinner hall at lunchtime) during break time and lunch time.

Trips off site

When children leave the school premises on trips or visits, the expectations of their behaviour are the same as they would be in school. Children are taken out on trips at the discretion of the Headteacher and should a child demonstrate difficulty following the rules in school, or it is deemed a risk to the child, other children or the general public to take a child out on a trip, then they will remain at school for safety reasons.

10. HOW WE ENCOURAGE SELF REGULATION

The principle aim of any behaviour policy is to encourage children's self-discipline. All staff play a crucial role in developing children's sense of responsibility and ability to control their behaviour and deal with conflicts.

Children are encouraged to:

- Take responsibility for their actions
- Know and understand the school rules and expectations within all the different areas of the school environment
- Understand the boundaries that are set
- Co-operate willingly with adults and other children

All staff must show awareness of the need to look beyond any behaviours and to investigate the root cause of them.

Our approach is to try to understand why particular behaviours occur rather than attempt to control them. This may entail reviewing the appropriateness of the curriculum provision offered, looking at the context, the management and organisation of an area, or the reviewing and re-emphasising of ground rules. While taking all of this into consideration it may also be necessary to impose sanctions for inappropriate behaviours.

Children are given the opportunity to make amends and to understand the effects that their behaviour has on other individuals. Children are given the opportunity to make amends, which can go some way towards providing the motivation for change because it is effective and therefore powerful.

The procedure to enable the children to make amends is as follows:

- To enable the child to understand what was wrong
- To enable the child to feel empathy
- To problem-solve to put the situation right
- To learn for the future

Wherever possible we encourage negotiated sanctions that match the offence.

Therefore, in discussion with the child, staff will:

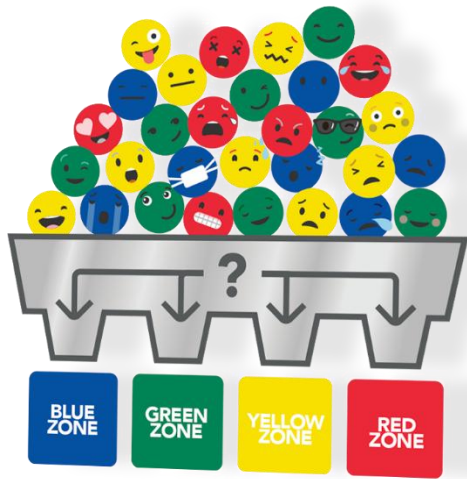
- Check with the child that they understand why their behaviour is not acceptable
- Discuss the effect the behaviour has on others
- Examine strategies for avoiding the same situation in the future
- Encourage children to think of or offer some alternative strategies

Children are encouraged to:

- Take responsibility for their actions
- Know and understand the school rules and expectations within all the different areas of the school environment
- Understand the boundaries that are set
- Co-operate willingly with adults and other children
- Problem-solve



The Zone of Regulation Approach



We use The Zone of Regulation Approach when it comes to recognising behaviour as communication. Regulation is something everyone continually works on whether we are aware of it or not. Children (and adults) encounter trying circumstances that can test their limits. If we as staff can support children in recognising when they are becoming less regulated, with support, children are able to do something about it to manage their feelings and get themselves back to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation.

Children at St. Mary's are taught to label emotions and recognise what that emotion feels like. Through circle time, whole class discussion and discreet teaching, we can help children to notice how their emotions are impacting their readiness to learn. We

encourage our children to talk openly about their feelings and we support children in the understanding that every zone is ok.

This strategy is not a discipline method. It is designed to support children in their social, emotional and self-regulation skills. It is an evidence based, skills focus approach which is used successfully in the classroom.

11. BEHAVIOUR PROCEDURES

Children are taught Catholic values and skills to help make them a good citizen and a better learner in our school, at home, and in the wider environment. These values are shared and discussed during PSHE, Group Worship, Religious Education and circle time sessions, so all pupils know the behaviour expectations in school and can put these into practice.

When children do not demonstrate positive learning behaviour or when Instances of unacceptable behaviour occur, these will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will record such incidents on School Pod within an appropriate amount of time. Staff will consider afterwards how to prevent such behaviour from recurring.

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

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

1. The Teacher will firstly give a calm, quiet verbal reminder to the child of the positive behaviour expected.
2. Should the misbehaviour continue; the child will be placed on orange— this is a visual reminder of expectations.



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3. If the misbehaviour continues, the child's name will be placed on red and they will receive a behaviour reflection where they miss a portion of their play time and spend it reflecting on their choices with an adult.

4. During playtime, children will complete a reflection form which will be filed by class teachers. **see appendixes A and B**

This system allows the child to have ample opportunities to correct their behaviour before a sanction is put into place. The child also has the opportunity to 'put it right' by apologising or similar.

When a pupil has a reflection, the parent is informed via the reflection letter – **see appendix C**

At times, extreme behaviour may require a "Straight to Red" action. These are generally behaviours that compromise the safety or wellbeing of others. This assessment is made by staff at the time of the incident.

Such behaviours include (but are not exclusive to)

- racist incidences
- threatening violence
- discrimination
- bullying
- hurting others
- making others feel unsafe
- inappropriate language

Should this occur, parents will be informed by the class teacher and the child will spend playtime with an adult reflecting on their behaviour. All Red Reflections should be logged on Schoolpod.

Every child is different and at times, children may find themselves frequently on the **Red Reflection Zone**. This would indicate to staff that the child may need further support with managing their behaviour and regulating their emotions.

Should the child find themselves **on the Red Reflection Zone three times within one half term**, this would be noted and a telephone call would be made to parents inviting them in for an appointment to discuss behaviour.

As a consequence, repercussions would be discussed with the child, the parent and the teacher and the following support may be put into place:

- Reporting to the Deputy Headteacher / Headteacher on a regular basis so that behaviour can be monitored
- Zoning – a child is given a specific area to play within for an agreed period of time
- Behaviour Plan which would be tailored to suit the child (for an example, please see **appendix D**)

Should this be ineffective, internal exclusion, whereby the child is separated from his/her peers, will be applied for a set period of time. If full internal exclusion is applied, the child reports directly to the Deputy Headteacher / Headteacher, and completes his /her work in an alternative classroom/workspace from their own, and has separate playtime /lunchtime.

The school does not tolerate child on child abuse of any kind. If we discover that an act of child-on-child abuse has taken place, we act immediately to stop any further occurrences of such behaviour. We will do everything in our power to ensure that all children attend school free from fear. Procedures for dealing with child-on-child abuse are outlined in our Safeguarding Policy.

There may be occasions where a child's behaviour is so unacceptable that they have to be excluded from the school for a period of time. As an inclusive school, we endeavour to avoid exclusion if possible.

Children may be excluded for behaviour that affects the health and safety of other children or staff, or is persistently abusive (including all forms of discrimination under the protected characteristics) or behaviour



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linked to prohibited items such as illegal substances or knives. This also includes behaviours which undermine staff on a regular basis.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.
- The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Trips and visits

For health and safety reasons, there may be occasions when a child will not be allowed to participate in a school trip if their behaviour is considered a threat to themselves or others. If there were a concern of this nature, parents would be informed well in advance of the visit taking place with a view to resolving the behavioural problem. Occasionally, it may be deemed necessary to undertake a risk assessment in order to decide whether a child participates in a school trip/activity.

At all times improvements in children's behaviour are recognised, acknowledged and praised. Every effort is made to ensure that children who are having difficulty in following school rules, are put in situations where good behaviour can be achieved.

12. RACIAL, HOMOPHOBIC, SEXUAL HARASSMENT AND STIGMATISING OTHERS

Staff, children and parents/carers are made aware that it is the school's policy that racial, homophobic or sexual harassment of any form will not be tolerated, from children or adults.

All incidents are dealt with promptly and effectively with parents/carers being informed. Children are made aware of the importance of reporting all incidents whether or not the incident was directed at them. Children are expected to look out for one another and be alert to signs of racial, homophobic or sexual harassment.

Racial Harassment

'A racist incident is any incident which is perceived to be racist by the victim or any other person' (Macpherson Report).²

Staff must be alert to any incidents of racial harassment and follow the procedure for reporting and recording incidents:

- All incidents of racial harassment must be passed on to the Headteacher.
- Racial harassment incidents are reported to the education department on an annual basis.
- All incidents of racial discrimination are recorded on Schoolpod.
- Parents/carers will be informed of the strategies used by the school to deal with that situation.
- Staff must act and be seen to act firmly against racial harassment wherever and whenever it appears.

Homophobic Bullying

Staff must be alert to any incidents of homophobic bullying or harassment and follow the procedure for reporting and recording incidents:

- All incidents of homophobic bullying must be passed on to the Headteacher who will manage the situation.
- Homophobic incidents are reported to the Governors on an annual basis.
- All incidents of homophobic bullying are recorded on Schoolpod.

² <https://assets.publishing.service.gov.uk/media/5a7c2af540f0b645ba3c7202/4262.pdf>



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- Parents/carers will be informed of the strategies used by the school to deal with that situation.

Staff must act and be seen to act firmly against homophobic harassment wherever and whenever it appears.

Sexual Harassment

Staff must be alert to any incidents of sexual harassment and follow the procedure for reporting and recording incidents:

- All incidents of sexual harassment must be passed on to the Headteacher who will manage the situation.
- All incidents of sexual harassment are recorded on Schoolpod.
- Parents/carers will be informed of the strategies used by the school to deal with that situation
- Staff must act and be seen to act firmly against sexual harassment wherever and whenever it appears

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

13. BULLYING

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically, emotionally, sexually or through social media. Any forms of bullying are unacceptable in our school.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See Anti Bullying Policy)

Implementation

Pupils will be encouraged to approach a member of staff if they are being bullied. They should understand that:

- It will be taken seriously
- It will be investigated and appropriate action taken where the allegation is corroborated
- It will be recorded on Schoolpod

At school, all cases of bullying will be reported to the Headteacher, who will work closely with the class teacher and Deputy Head to establish the facts and liaise with the children and their parents.

Parents of all children involved will be kept informed on a regular basis and their support will be expected. If bullying is persistent, the school will implement disciplinary sanctions. The consequences of bullying will reflect the seriousness of the incident so that others see that bullying is unacceptable. Any incidents of alleged bullying must be recorded on Schoolpod and referred to the Headteacher who will ensure the matter is fully investigated.

Staff, children, and parents/carers are made aware that it is the school's policy that bullying of any form will not be tolerated, from children or adults.

Child-friendly guidance is disseminated to all children regularly to ensure that they are aware of what to do should it happen, who to speak to and what the consequences are.

All staff who work in our school are responsible for promoting the emotional well-being of individual pupils and tackling bullying immediately.

They will:

- Proactively gather intelligence about issues between pupils, which might provoke conflict and develop



- Strategies to prevent bullying occurrence in the first place
- Create an ethos of good behaviour and teach children that this is the right way to behave
- Teach pupils to treat one another and the school staff with respect

14. PROHIBITED ITEMS, SEARCHING PUPILS AND CONFISCATION

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

Prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, vapes and e-cigarettes, lighters
- Aerosols
- 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)

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

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

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

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

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

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



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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 will entail – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

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

If they still refuse to co-operate, the member of staff will contact the appropriate designated safeguarding lead, to try and determine why the pupil is refusing to comply.

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

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

The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

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

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

- Bags, folders, coats

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 above) 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.

5. 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 above.
- If they believe that a search has revealed a safeguarding risk



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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 above). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened, i.e. circumstances leading to a search
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child.

Support after a search

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

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding

lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

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

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

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

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult.

If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

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

Who will be present

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



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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

15. FIXED TERM AND PERMANENT EXCLUSIONS

Only the Headteacher has the power to exclude a pupil from school, be it fixed or permanent. The Headteacher may issue a fixed term exclusion for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Fixed Term Exclusions

The Headteacher can exclude a pupil for up to five days at a time. If this happens, s/he informs the parents immediately, giving reasons for the exclusion. This exclusion cannot be appealed³ though parents can meet to discuss the exclusion. A reintegration meeting follows the fixed term exclusion to support the child when reintegrating back into the classroom. If deemed necessary, a Containment Puzzle Agreement will be made between child, teacher and family to support the child in their return to the classroom and remind them of the expectations at school. **See Appendix E**

Permanent Exclusion

³ [Behaviour in schools: sanctions and exclusions: Challenging exclusion - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/behaviour-in-schools-sanctions-and-exclusions-challenging-exclusion)



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In the case of a permanent exclusion, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

Once the parents have been informed about an exclusion, the Headteacher informs the Local Education Authority about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

In the case of a permanent exclusion, an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

16. MONITORING AND REVIEW

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents, which are a cause for concern and shares with other relevant staff. Parents are informed of any serious incidents as soon as possible. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written/details of any incident in the incidents book that we keep in the welfare room

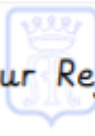
The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved, or if they think fit.



APPENDIX A



Behaviour Reflection KSI

Name: _____ Date: _____

How do you feel?

What happened? (draw or write)

What could you have done differently?

Who can help you when things go wrong?

It's up to you to make sure you are making
good choices.



APPENDIX B

 Behaviour Reflection KS2

Name: _____ Date: _____

Why are you missing your play?

What could you have done differently?

What will you do next time?

It's up to you to make sure you are making
good choices.



APPENDIX C

Behaviour and Discipline Policy



ST MARY'S CATHOLIC PRIMARY SCHOOL

Station Road Chingford London E4 7BJ

Tel: 020 8529 4723 **Fax:** 020 8529 1012 **E-mail:** school@st-marys-pri.waltham.sch.uk

Headteacher: Miss Philomena Egan

Date: _____

Dear Parents/ Carers of _____

We regret to inform you that as a result of _____ behaviour, their name has been put onto the red reflection zone. This means that they have spent part of their play time reflecting on their actions. Our systems for managing behaviour gives children ample opportunities to make the correct behaviour choices and children are only moved to red after making continued poor choices. You will, in no doubt, be disappointed by your child's actions and will wish for them to reflect.

Please note that we offer children a fresh start after break, lunch and at the start of each new day when they are moved back to green. We hope that this behaviour will not occur again. Please sign and return this letter to acknowledge that you have received it.

Yours sincerely,

Class Teacher

Behaviour Reflection confirmation letter – please return to your child's class teacher.

I acknowledge that I have read the behaviour reflection letter.

Signed _____

Child's name _____

Class _____



APPENDIX D



Love God, Love others, Love ourselves...

BEHAVIOUR PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
Date of birth: Date plan starts: Date of next review:	Medical conditions/needs: Staff working with the pupil:
Challenging behaviour What does it look like? How often does it happen? How long does it last?	Targets What are we working towards? How do we get there?
Reasons for the behaviour Consult parents/carers and the pupil (where appropriate) when filling out this box. What's going on in the pupil's life that might be causing this behaviour? Why might this behaviour happen? - To get attention - To avoid something - To get something tangible - To meet a sensory need	Any special educational needs (SEN) that may affect behaviour If the pupil has SEN that affects behaviour, the SENCO should detail them here. How does the pupil's SEN affect their behaviour? How could the school's behaviour policy be adapted to meet their needs?
Strategies for maintaining positive behaviour How do we maintain positive behaviour? What does the pupil like? - Phrases to use - Rewards, motivators	Triggers and warning signs What triggers might cause an incident? How do we prevent an incident? - What to look out for - How to respond (reminders, alternative environment)
Reactive strategies How do we diffuse the situation? - What to do and what not to do - Phrases to use - Calming techniques At what stage should another member of staff be informed? Who should this be?	Support after an incident How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?



Each of the seven elements within the containment puzzle work together to support behaviour, however the effectiveness of behaviour strategies used to modify and sustain behaviour over time all come under the umbrella of containment and are underpinned by consistency.

Attachment

Children need a 'secure base' to learn and relate, which is formed via attachment. Attachment is important for safety, stress regulation and resilience.

Routine

Routines should be predictable to provide emotional security for pupils

Language

Think about the specific language and scripts to support the child needs.

Boundaries

Clear boundaries that remain the same for every child.

Consequences

Follow the 3 Rs & an H approach. Related means the consequence must be related to the behaviour. Respectful means the consequence must not involve blame, shame or pain; and should be kindly and firmly enforced. It is also respectful to everyone involved. Reasonable means the consequence is reasonable from the child's point of view and the adult's. Helpful means just that—it helps rather than hurts.

Expectations

It is vital that every pupil knows what the teachers' expectations are and that they understand that everyone has to follow instructions and meet these expectations at all times.

Rewards

Children's greatest reward is always the time and recognition of the adults around them.

