ST MARY'S CATHOLIC PRIMARY SCHOOL

Behaviour Policy

Policy No: **PAS02/02/03/26**	Version:	3
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	Committee:	PASTORAL
	Minute No:	PAS02/02/03/26
	Date Issued:	March 2026
	Review Date:	March 2028

Behaviour Policy Principles

St Mary's is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

This policy should be read in conjunction with our Anti-bullying Policy, Play Charter, Safeguarding Policy, Positive Behaviour Support & Physical Restraint Policy, Exclusions Policy and Equal Opportunities Policy.

Aims of the Behaviour Policy

- To provide a calm, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour, using restorative approaches and build positive relationships with others.
- To support adults in using consistent language to promote positive behaviour and ensuring that they take responsibility for behaviour and follow-up personally
- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all children are treated fairly, shown respect and to promote good relationships.
- To refuse to give pupils attention and importance for poor conduct
- To help pupils take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all.

Legislation, statutory requirements and statutory guidance

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

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

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

St Mary's Vision, Values and Catholic Social Teaching Principles

Our school vision:

To build a **spiritual community**, secure in its **love of God** and its **respect** for each other: a **dynamic community** which is **enthusiastic** for **learning** and which embraces the **achievement potential** of all.

Our school values drawn from our vision	Catholic Social Teaching Principles linked to our values
FAITH We love one another as Jesus taught us to do: we show forgiveness and tolerance towards others. 	**Preferential option for the poor (putting people most in need first):** We think first about the needs of those who are the most vulnerable.   **Solidarity (showing we care):** Recognising others as our brothers and sisters and actively working for their good.
COMMUNITY We are respectful to everyone and everything in our school, local and worldwide community. 	**The common good (thinking of everyone):** Our actions have an impact on everyone. When we make decisions, we should consider the good of all.   **Subsidiarity (everyone should have a say):** Making sure that decisions are made at the most appropriate level, so all those affected can contribute and have a voice.
KNOWLEDGE & UNDERSTANDING We enthusiastically seek knowledge and understanding to develop our God-given potential. 	**Stewardship (caring for God's gifts):** Caring for the many gifts that God has given to us. These include our environment, our own talents and other resources. 

FRIENDSHIP & PROTECTION We are kind to one another and stand up for what is right. 	**Distributive justice (sharing fairly):** God's plan was for all people to share in the goods of this world. This means that no person should struggle to have the basic necessities of life such as food, shelter and clothing.  **Promoting peace (being peacemakers):** Not just the absence of war. It is part of God's nature, and a value we should all seek to live out in our daily lives. 
GROWTH & DEVELOPMENT We grow and develop in our own unique ways. We aim to develop a growth mind-set. 	**Participation (taking part):** We live in community with others, growing together. We are called to be active participants in all that we do. 
LET YOUR LIGHT SHINE We are all made and loved by God. We try to let our light shine every day in different ways. 	**Human dignity (everyone is special):** Each of us is made in God's image. Every person has an innate human dignity no one can take away. 

Roles and Responsibilities

The Governing Board must:

- Review and approve the written statement of behaviour principles
- Review this behaviour policy in conjunction with the headteacher
- Monitor the policy's effectiveness
- Hold the headteacher to account for its implementation

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Use behaviour data to target and assess interventions
- Review this policy in conjunction with the governing board
- Ensure that the school environment encourages positive behaviour
- Ensure that staff deal effectively with poor behaviour
- Monitor that the policy is implemented by staff consistently with all groups of pupils
- Ensure that all staff understand the behavioural expectations and the importance of maintaining them
- Provide 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
- Offer 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
- Ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Report termly on behaviour to the governors' pastoral committee
- Support teachers in managing pupils with more complex or challenging behaviours

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

All staff must:

- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use rewards to promote our school values
- Be calm and aim to prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Take time to welcome and talk to pupils at the start of the day
- Never walk past or ignore pupils who are failing to meet expectations
- Redirect pupils by referring to our school values
- Create a calm and safe environment for pupils
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Record behaviour incidents promptly

The role of the parent:

At St Mary's, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school values as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

All pupils will understand:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's values and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- That some pupils will need different, more individualised behaviour systems to help them be the best that they can be.

The 5 pillars of St Mary's practice:

1. Consistent, calm adult behaviour.
2. First attention to best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up

Pillar 1: Consistent, calm adult behaviour

At St Mary's we aim for a consistent approach in the following ways:

1. **Consistent language; consistent response:** *Referring to the agreement made between staff and pupils, simple and clear expectations reflected in all conversations about behaviour.*

2. **Consistent follow up:** *Ensuring 'certainty' at all levels. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.*

3. **Consistent positive reinforcement:** *Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.*

4. **Consistent consequences:** *Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.*

5. **Consistent rules:** *Simple rules/agreements/expectations referencing promoting appropriate behaviour with consistent symbols.*

6. **Consistent respect from the adults:** *Even in the face of disrespectful pupils. There is a no shouting policy in school. On the rare occasions that this happens, it will only be when there is a need to alert a child who may be at risk. Staff don't join in to express their feelings or comment to a child when the situation has been dealt with; this is 'naming and faming' the behaviour and gives the wrong attention to a situation/behaviour.*

7. **Consistent models of emotional control:** *Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside children.*

8. **Consistently reinforced rituals and routines for behaviour around the site:** *In classrooms, corridors and around the school building.*

Pillar 2: First attention to best conduct

Connect before the day and always start a fresh

- Every child is greeted warmly every day. Teachers will be on their doors ready to greet and welcome each child to the class. This:
  - gives every child a moment to be noticed and welcomed
  - may be a comment about something personal to the child e.g. 'How was gymnastics last night?' or 'Your glasses look smart, you're ready to learn.'
  - is a chance for the teacher to check in with a child, remember things important to the child, remark on something positive, ask how something has gone, show compassion in a time of difficulty etc.
  - sets a welcoming and respectful tone to relationships in the room
  - teaches children how to greet people politely
  - provides a early opportunity for any issues to be noticed and dealt with

- Behaviour from the day before, will not be discussed e.g 'You're going to have a better day today - not talking when I am.'

- Children are St Mary's will always feel a fresh start each morning and that no matter what has happened.

Rewards

The following positive rewards will be used consistently by all adults in the school. They are designed to ensure **'first attention goes to best conduct'** and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

Smilies - Foundation and Year 1 Children are rewarded with a smilie for any positive behaviour they display. The children collect smilies on a chart. When they reach certain totals, they receive a certificate.	
Star of the Day One child from each class is chosen each day as the 'Star of the Day' for going above and beyond. Only one child should be chosen as 'the star' in order to retain sincerity and value. A list of children and dates will be kept to ensure fairness.	
Phonic Super Star One child from phonics group is chosen each day as the 'Phonic Super Star' for going above and beyond. Only one child should be chosen as 'the phonic superstar' in order to retain sincerity and value. A list of children and dates will be kept to ensure fairness.	
Golden Children Two children from each class who consistently going 'over and above' with our school values throughout the week will be chosen as 'Golden Child' and receive a certificate. Children will be celebrated on the newsletter/ in assembly. They will be able to choose a reward from the reward trolley. A list of children and dates will be kept to ensure fairness.	
Recognition Board – Year 2 - 6 The Recognition Board is used to encourage social or learning behaviours. Teachers choose the focus of the board. Adults nominate names for the board and children work together as a team to get everyone's name on the board. The aim is for the whole class to get on the recognition board. Children cannot come off the recognition board. There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. special celebration dance or song. The focus of the board can be changed as often as required.	
Class reward The class chose a reward at the start of term and work towards earning this as the term goes on this could be stars in a jar or pieces of a jigsaw puzzle	
Golden Tickets Children who have been recognised around school displaying our school values can receive a golden ticket from a member of staff (who is not their class teacher/LSA) which will be shared within the class. The class with the most golden tickets at the end of term, have hot chocolate with the headteacher. The leader board is shared in assembly each week.	

Achievements outside of school Children with an achievement outside of school can share it on the weekly newsletter.	
Headteacher Award Children from all year groups will be brought to see Mrs Brown to share their work. They will be given a sticker for their books and for them to wear.	

Pillar 3: Relentless Routines

At St Mary's, we establish routines and visible consistencies so that all children know what is expected and we actively try to catch learners who are doing the right thing. We positively praise children for doing the right thing. E.g. Fantastic walking, thank you. Smart as soldiers, thank you.

Around school, we expect children to walk smartly, hold doors open and use their manners.

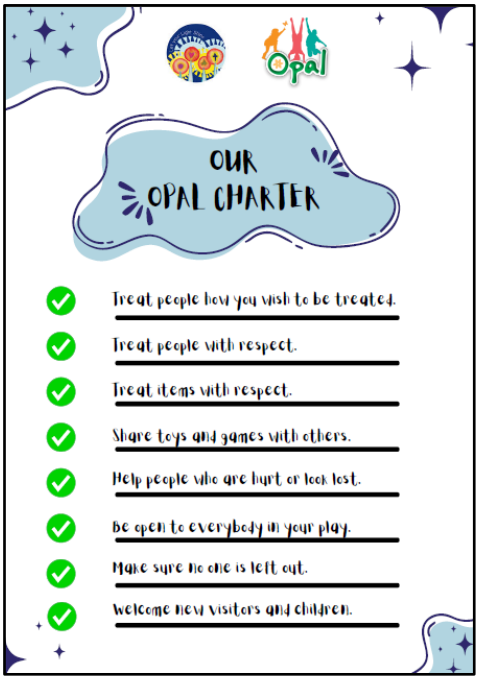
Children are expected to enter and leave assembly by:

- Joining their hands together
- Switching their voices off
- Walking and sitting in straight lines
- Getting themselves ready to celebrate

In class, we use the STAR approach:



At lunchtimes, we have a Play Charter which children agree to:



Pillar 4: Scripting Difficult Interventions

The Behaviour Steps should always be followed through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All children must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

This section outlines the Behaviour Steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly.

Staff should always:

- use a measured, gentle approach;
- refer to the child by name;
- lower themselves to the child's physical level;
- make eye contact;
- deliver the required message;
- leave the conversation to allow the child 'take up time.'

Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Pupils are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will always follow the principle of, '**praise in public - remind in private'**.



The Behaviour Steps:

1. The reminder

A reminder of the expectations in our school delivered to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

SCRIPTED INTERVENTION:
I noticed you chose to … (state the noticed behaviour).
This is a REMINDER that we need to be … (state relevant rule).
Thank you for listening. (Give the child 'take up time' and DO NOT respond.)

2. Warning and 2 minutes owed

A clear verbal caution delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing. Children will be reminded of their good previous good conduct to prove that they can make good choices.

SCRIPTED INTERVENTION:
I noticed you chose to … (state the noticed behaviour).
This is the second time I have spoken to you. You need to speak to me after the lesson for 2 minutes.
(Insert child's name) … if you choose to break our school rules again, you will need to stay in with me for longer.
Do you remember when … (model of previous good behaviour)? That is the behaviour I expect from you.
Thank you for listening. (Give child 'take up time' and DO NOT respond.)

3. Five minutes owed

'5 minutes owed'- a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.

Give the pupil a chance to reflect away from others. Speak to the pupil privately and give them a final opportunity to engage. Again, they are reminded of their previous conduct/attitude/learning. It may need to be considered asking a child to work somewhere else in the classroom, so that they can succeed.

SCRIPTED INTERVENTION:
I noticed you chose to … (state the noticed behaviour).
This is the last time I will speak to you. You need to speak to me for five minutes after the lesson.
(Insert child's name) … if you choose to break our school rules again, the consequence will be (insert teachers choice consequence)
You need to … (reminder of the behaviour you need to see)

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Children should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. If a child is removed, this must be recorded on CPOMS.

4. Consequence

Could be the most appropriate out of the following examples:

- Natural consequence- linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage.
- Move seats
- Miss part of break or lunchtime
- Not be allowed certain equipment or resources
- Removed from an activity
- Stay with teacher on duty at break
- Spend break in a different area
- Anything else that the teacher deems reasonable and proportionate

***Remember it's not the severity of the consequence, it's the certainty that this follow up will take place that is important.**

Behaviour that requires additional sanctions:

Some types of behaviour require immediate intervention and specific sanctions will be given depending upon the severity of the behaviour. The examples below show the intervention and sanctions to be expected at each category:

Category 1	Category 2	Category 3	Category 4	Category 5
Dealt with by class teacher	Dealt with by class teacher	Dealt with by Key Stage Leads	Dealt with by SENDCO/AHT/DHT	Dealt with by Headteacher
Parents not contacted	Parents contacted by teacher	Parents contacted by Key Stage Lead	Parents contacted by SENDCO/AHT/DHT	Parents contacted by Headteacher
Not on CPOMS	Record incident and actions on CPOMS	Record incident and actions on CPOMS	Record incident and actions on CPOMS	Record incident and actions on CPOMS
• Not doing as asked first time, every time • Talking at the wrong time in lessons • Not sitting up/slouching • Not listening • Lack of focus • Not tracking the teacher • Lack of pride and care • Poor effort • Not completing enough work • Lack of participation in lessons • Disrupting the learning of others • Not being polite • Not being sensible • Not respecting others • Calling out • Not wearing uniform correctly • Running around school rather than walking • Use of inappropriate language	• Regularly repeating category 1 behaviours • Refusal/defiance • Swearing • Extreme rudeness • Online Safety incidents	• Swearing at an adult • Threatening violence towards a child • Destroying other people's belongings/ Vandalism	• Fighting • Bullying • Threatening violence towards an adult • Physical assault of a pupil or staff member • Stealing **consider the context*	• Physical assault of a pupil or member of staff • Racist / Homophobic incident • Using any object as a weapon • Deliberate inappropriate use of School IT equipment • Intentional inappropriate sexual behaviour and harassment.
<u>Follow Behaviour Steps plan.</u> 	• Discussion with Key Stage Lead, teacher and child to inform KS Lead of concerning behaviours • Restorative Questions with teacher • Owed time with teacher • Parents contacted by teacher	• Restorative Questions with KS Lead • Owed time with Key Stage Lead • Parents contacted by KS Lead	• Restorative Questions with SENDCO/AHT/DHT • Owed time with SENDCO/AHT/DHT • Parents contacted by SENDCO/AHT/DHT • Possible internal exclusion • Possible suspension	• Restorative Questions with Headteacher • Owed time with Headteacher • Parents contacted by Headteacher • Possible internal exclusion/suspension/ exclusion from school

This list gives examples of the kinds of behaviours that would be dealt with in each category. The list is not exhaustive and professional judgement should be used when dealing with behaviours not identified in the list. School staff will use their professional judgement when applying a sanction which is lawful, reasonable and proportionate in response to any incident.

Please note:

Although sanctions have been suggested for the behaviour incidents, it may be necessary to take a different course of action depending upon the severity of the incident, the context, any SEND needs and the individual pupil.

Consequences should:

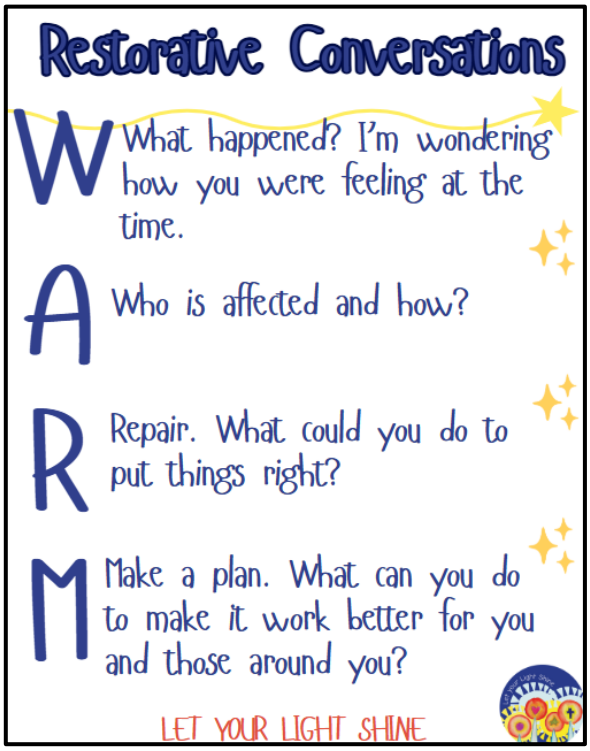
1. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

It should also be made very clear that it is the behaviour that is unacceptable, and any consequence should address this, not be made personal to the child.

Adaptions in Foundation:

1. A reminder of the behaviours expected
2. If the child continues, a warning that they are not showing the behaviours expected
3. If the behaviour still continues, the child should have thinking time in the Cosy Corner in the classroom to reflect on their behaviour. This is followed up with a restorative conversation with the adult.
4. If the child repeatedly fails to follow behaviour expectations, or if the severity of the behaviour warrants it, parents are contacted via phone call or in person so that they can collaborate to support the child's behaviour.

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.' Paul Dix



WARM:

W – What happened? I'm wondering how you were feeling at the time.

Child to tell you in their own words. It's powerful for them to have to own the behaviour. If they can't /won't speak then you can say *'maybe I should describe what happened and you can let me know if I'm right.'*

Simply describe the behaviour, maybe with some speculation about their feelings/thoughts to help model this so they can ultimately do this themselves. *'I'm wondering if you were feeling cross?'*

Try and keep language neutral and simply descriptive (e.g. you 'took' his bag rather than you 'snatched' his bag) e.g:

'Henry chose to move away from sitting next to you. I wonder if this made you angry. I noticed you then started making noises and rocking in your chair. I saw you take his bag and all the books fell out of it. Maybe you felt frustrated. Is this a fair description of what happened?'

A – Who's affected and how?

Child to reflect on how that impacted their own learning and that of those around them. e.g. *'I wonder how that affected the learning in the maths lesson?'* Child may describe it themselves or you could lead and get their agreement. *'Henry would have found it hard to focus. Maybe you got less done than you could have. The class probably found it unsettling. Does that seem about right?'*

Also discuss how this behaviour affects how others see them/interact with them *'How do you think others might feel about playing with you after seeing you hit?'*

R – Repair

A chance to repair the relationship between teacher and child and/or child and affected child. *'What could you do to put things right?'* ('pay back' can be used – e.g. tidy the mess, helping someone, apologising if they choose to do so. Never force a child to apologise – it needs to be genuine and when they are ready to do so.)

M – Make a plan

'So, what can you do next time to make it work out better for you / those around you?" Child says they'll stop making the noise / damaging the book /shouting etc. Child may need to sit in a quieter spot, not choose a certain person to work with, receive an extra bit of support or scaffold in some situations. Conclude with: *'It's really important that you show our school values; you are part of our family here at St Mary's. It's good to have this time to reflect and think about things. You've shown respect / honesty / kindness in our conversation today – thank you. This is the (child's name) I like to see – I look forward to seeing this (name) from now on.'*

Language around Behaviour

At St Mary's, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and all adults should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Staff should never describe the child's behaviour to other adults in front of the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher.

Online Behaviours

Many online behaviour incidents occur outside of the school day and off the school premises. Online safety incidents fall under safeguarding. St Mary's will work in collaboration with families to investigate and resolves the incident in order to keep a child safe.

If an incident is reported to a class teacher or LSA the incident must be logged on CPOMS and tagged as Online Issues.

The school can, if they feel it is necessary, issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Special Educational Needs and Disabilities

We expect all of our children to adhere to our school values and St Mary's takes great care to apply rewards and consequences consistently and fairly. It is important, however to be aware of the differences between children and to ensure that effort is rewarded.

All staff will endeavour to identify those pupils whose behaviour may be affected or exacerbated by any disability and to discuss that pupil's behaviour with the Head Teacher or the Special Needs coordinator before applying the school's Behaviour Policy and, in particular, before engaging in physical intervention. Provided that there are no confidentiality issues, all staff will be made aware of children with potential behavioural issues or those being monitored by a behaviour programme by sharing information on CPOMS.

In some cases, it may be appropriate to withdraw a pupil from the school behaviour system. In these cases, the SENDCo parents, teachers and the school Senior Leadership Team will be aware of the support put in place for these children. Behaviour plans will be used so that the pupil is aware of the school values and Golden Rules and how they can work towards meeting it within a supportive and caring environment.

The school will always keep parents/guardians informed of strategies for dealing with any potential problems related to their child.

Recognising the impact of SEND on behaviour

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

This could 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 (for example, magic room) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

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

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

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

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

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke plans that detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour on CPOMS.

Suspensions and exclusions will occur following extreme incidents at the discretion of the headteacher. See Exclusions Policy.

The school will record all serious behaviour incidents on CPOMS and any restraints using a 'Restrictive Physical Restraint Record of Incident' form. *This can be found in the Positive Behaviour including Physical Interventions Policy.*

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At St Mary's, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in

accordance with our *Positive behaviour including Physical Intervention Policy* and should call for support if needed. Only staff who have been trained in Physical Restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home with the consent of the Head Teacher.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Managed Move

Exclusion is an extreme step and will only be taken:

- In response to serious or persistent breaches of the school's behaviour policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions. *See Exclusions Policy.*

Application

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied, but the same principles of promoting good behaviour through the policy will always apply.

Monitoring and Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the governing body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken.

APPENDIX A: A model of positivity

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.

- Mark moments with sincere, private verbal praise.
- Make positive remarks to parents at drop off/collection time.
- Show learners their ideas and experiences have real value.
- Catch learners doing the right thing, don't let sleeping dogs lie.
- Use subtle, private praise and reinforcement.
- Adapt the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that scream high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

Habits of adults who manage behaviour well:

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They consistently teach and discuss our school values
- They sustain a passion for learning that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
- They recognise the behaviour of children that are not just in their class/year group.
- They keep their emotion for when it is most appreciated by the learners.

Non-verbal skills/attitudes that work with more challenging behaviours

- Showing humility
- Changing anger to shades of disappointment
- Being cold rather than confrontational
- Give clear cues when switching from the formal to the informal, from relaxed to business like
- Work to create a certainty that poor behaviour will be addressed and relentlessly followed up
- Patiently giving without ever expecting to receive
- Showing empathy balanced with a determination to help the learner succeed
- Earning respect not expecting it
- Never laying your relationship on the line on a behaviour issue
- Keeping your promises
- Commitment to building an appropriate relationship
- Refusing to listen to the doubters and moaners; refusing to give up on any learner

Assertiveness

Many adults recognise that their pattern of behaviour is to be nice or compliant for far longer than they really want, until they reach the point of no longer being able to hold it in; then they explode nastily and inappropriately all over whoever happens to be around. This can leave learners with the impression that there are only two states or behaviours their teacher can do: 'Nice' or 'Nasty'. The shades in between, which are where assertiveness lies, are unused and eventually lost from the repertoire of Behaviour Management strategies.

Assertiveness is not simply standing your ground, just saying 'no' and repeating your demand (the 'broken record' technique). Just as learners have choices, so you have the opportunity to choose your behaviour. You have many options as to how you respond to inappropriate behaviour all of which can be assertive actions. You might choose to record it and address it at a more appropriate time, ignore it, confront it or walk away and consider your response. Assertiveness is knowing that you can control your own behaviour and making considered appropriate choices in your response to learners. Don't be afraid of saying 'no' and saying it with impact when it is appropriate. Be careful not to overuse it as it will soon lose its power and negatively impact on the atmosphere in the classroom. You risk being ignored if your repertoire of verbal responses is too predictable.

(from 'Taking Care of Behaviour' by Paul Dix, Pearson/Longman)

APPENDIX B: Intervention Scripts - Effective 30 second interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the pupil what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

How to land a difficult message, softly:

- Remind the pupil of their previous good behaviour.
- Challenge their negative internal monologue 'You can do this, you are intelligent and able.'
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon you have finished speaking.

Refocusing the conversation

When children try to argue, shift the blame, or divert the conversation you can either:

Calmly and gently repeat the line you have been interrupted in.

This encourages the child to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or…

Use an appropriate refocusing line to bring the conversation back to the script.

This allows that pupil to feel as though they are being listened to and avoids conversational Cul-de-sacs.

Learner	**Adult**
'It wasn't me.'	'I hear what you are saying…'
'But they were doing the same thing.'	'I understand…'
'I was only…'	'Maybe you were … and yet …'
'You are not being fair.'	'Yes sometimes I may appear unfair…'
'It's boring.'	'Be that as it may…'
'You are a … (name calling).'	'I am sorry that you are having a bad day.'

Appendix C: SCREENING AND SEARCHING PUPILS, CONFISCATION OF ITEMS

Key Points Searching

- School staff can search a pupil for any item if the pupil agrees.
- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
    - knives or weapons
    - alcohol
    - illegal drugs
    - stolen items
    - tobacco and cigarette papers
    - e-cigarettes/vapes
    - fireworks
    - pornographic images
    - any article that the member of staff reasonably suspects has been, or is going to be used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

Schools' obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist staff in deciding how to exercise the searching powers in a lawful way.

Who can search?

Any teacher who works at the school, and any other person who has the authority of the headteacher.

Under what circumstances?

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched . There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but **only** where you reasonably believe that there is a risk that **serious harm** will be caused to a person if you do not conduct the search immediately and where it is **not reasonably practicable** to summon another member of staff.

When can I search?

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
Such items should be handed in to a senior member of staff.

Screening

It is not the policy of the school to routinely screen pupils without identified cause.

Further advice for staff can be found at this link:

http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation

Appendix D: THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the headteacher or other senior member of staff, who will apply appropriate sanctions, in relation to the general principles laid down in the behaviour policy.

In all of circumstances the head teacher will consider whether it is appropriate to notify the police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's safeguarding policy.