

# Positive Relationships and Behaviour Policy



**2024-26**

*Our Mission*

*'At SS John and Monica's we learn through the example of Jesus to love, respect, understand and value each other*

Approved by:

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Last reviewed on: July 2024:

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## 1. Aims

This policy aims to:

- › Foster and develop positive relationship amongst pupils, parents, and school staff
- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour in schools: advice for headteachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education 2023](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## 3. Definitions

**Misbehaviour** is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform

**Serious misbehaviour** is defined as:

- › Repeated breaches of the school rules and failing to follow the class charter
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking/Vaping
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers and Vapes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Our comprehensive anti-bullying policy can be found here: <https://stjonmon.bham.sch.uk/parents/policies-procedures>

## 5. Roles and responsibilities

### 5.1 The governing board

The governing body is responsible for:

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

### 5.2 The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the governing body
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### 5.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly
- › Challenging pupils to meet the school's expectations

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

### 5.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

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

### 5.5 Pupils

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

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy and class charters
- › The school's key rules and routines

- › The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- › The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 6. School behaviour curriculum

As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos and Our Mission Statement. We feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community.

It is essential that SS. John and Monica School must be first and foremost a place of justice and peace. This philosophy must underpin every aspect of our school life, and be evident in our dealings with each other, the curriculum we present to our children and the ways in which we deliver that curriculum.

In short, we must not be a Catholic school in name only. Our very ethos must proclaim our Christianity, and our attitudes and dealings with everyone connected with school life must reflect the teachings of Christ.

Our Positive Relationships and Behaviour policy should help every member of our school community to fulfill their potential.

It should help create and maintain a happy, caring environment where people can work and play in safety. It should promote good effort and behaviour, building self-esteem and encouraging self-discipline. It should also provide a support for those children who find self-discipline more difficult to maintain.

Adults and children alike must be aware of their individual and collective responsibility to the smooth running of the school.

### To know and understand our pupils and their influences





We recognise the importance of knowing and understanding each of the pupils we teach. It is the positive relationships that we form which build the bedrock for our behaviour management. Each class teacher aims to develop and foster these positive relationships following the **Establish-Maintain-Restore** method. Staff will spend approximately 30 minutes per week during time they already spend with children to make efficient use of time using some of the practical strategies outlined below from the Education Endowment Foundation (December 2019).





	<b>Establish</b>	<b>Maintain</b>	<b>Restore</b>
<b>Definition</b>	Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding)	Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)	Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)

<b>Practical Strategies</b>	<ul style="list-style-type: none"> <li>• Set aside window of time to spend with student</li> <li>• Inquire about student's interests</li> <li>• Communicate positively: Open ended questions Affirmations</li> <li>• Reflexive listening</li> <li>• Validation</li> <li>• Reference student info Deliver constructive feedback wisely</li> </ul>	<ul style="list-style-type: none"> <li>• 5-to-1 ratio of positive to negative interactions</li> <li>• Positive notes home</li> <li>• Greet students at the door</li> <li>• Relationship check-in</li> <li>• Random, special activities</li> </ul>	<p>R3 = Reconnect, Repair, Restore</p> <p>Take responsibility for negative interaction</p> <p>Deliver an empathy statement</p> <p>Let go of the previous incident &amp; start fresh</p> <p>Communicate your care for having the student</p> <p>Engaging in mutual problem solving</p>
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## 6.1 Developing Learning Behaviours

We develop Learning Behaviours using the Skills Builder Universal framework. The aim of is to allow children to develop skills and attitudes that will enable them to be successful in the wider world. We recognise the as **essential skills and behaviours which allow our pupils to succeed in life; the ability to creatively solve problems, to self-manage, to communicate effectively, and to work well with others.** The Framework breaks down each of the eight essential skills into tangible steps, which can be developed in turn. We then measure the development of these skills/behaviours over time using assessment.

	<p><b>The receiving, retaining and processing of information or ideas.</b> This skill is all about being able to effectively receive information - whether it comes from a peer, a teacher, or someone else entirely.</p>
	<p><b>The oral transmission of information or ideas.</b> This skill is all about how to communicate effectively with others, being mindful of whether they are talking to peers, teachers or others in different settings.</p>
	<p><b>The ability to find a solution to a situation or challenge.</b> This skill focuses on how to solve problems, recognising that while part of Problem Solving is technical know-how and experience, there are also transferable tools that individuals can develop and use.</p>
	<p><b>The use of imagination and the generation of new ideas.</b> Creativity is the complement to Problem Solving, and is about generating innovations or ideas which can then be honed through the problem-solving process.</p>

	<p><b>The ability to use tactics and strategies to overcome setbacks and achieve goals.</b> This skill is all about individuals being equipped to manage their emotions effectively and being able to remain motivated, and ultimately to motivate others, even when facing setbacks.</p>
	<p><b>The ability to set clear, tangible goals and devise a robust route to achieving them.</b> This skill is about being able to plan effectively - both to achieve organisational goals, and also to set their own personal development targets.</p>
	<p><b>Supporting, encouraging and developing others to achieve a shared goal.</b> This skill is relevant not only for individuals in a leadership position, but also for individuals working with peers in teams.</p>
	<p><b>Working cooperatively with others towards achieving a shared goal.</b> This skill applies to working within both formal and informal teams, and also with peers, teachers and others. Initially, this is about individuals fulfilling expectations around being positive, behaving appropriately, being timely and reliable and taking responsibility. This extends to understanding and respecting diversity of others' cultures, beliefs and backgrounds.</p>

## 6.1 Mobile phones

- › Year 6 pupils who walk to and from school alone are permitted to bring a mobile phone to school. This must be handed in each morning to the office for safe storage throughout the day. These will be collected afterschool

## 7. Responding to behaviour

### 7.1 Classroom management

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

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Display their own classroom charter devised with the pupils
- › Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour

- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Interactions following 5:1 positive: negative interaction
- Following the restoration method

## 7.2 Safeguarding

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

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

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

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

<https://stjonmon.bham.sch.uk/about-us/safeguarding-keeping-children-safe-in-education>


## 7.3 Responding to good behaviour

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

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

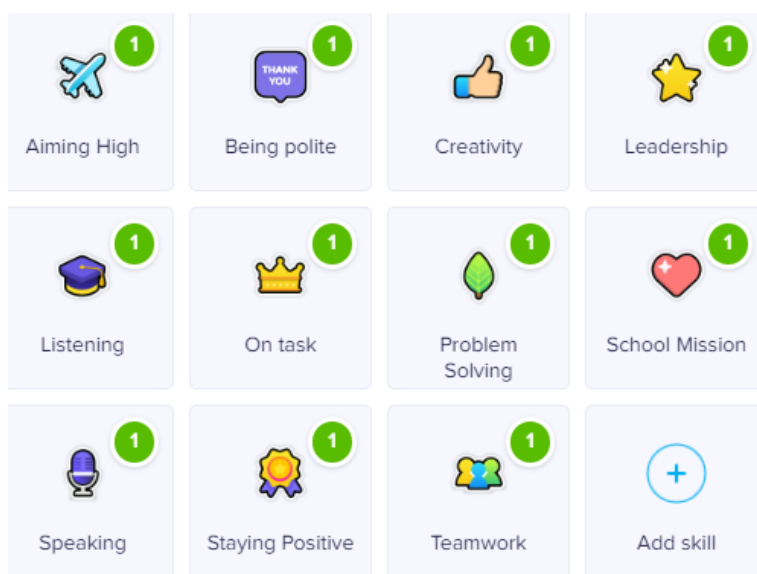
Positive behaviour will be rewarded with:

### House Points

We employ a whole school House Point system whereby each child is assigned to a house team (St Patrick, St Andrew, St George and St David). Upon completion of work, children will be given house points. These house points will be placed in a container in each classroom and counted and collected each week. The house points board is then updated weekly to celebrate the points each house has collected and a winning overall house announced each term. Staff should annotate these with  in exercise books.

### Class Dojos

Each class also has a class dojo system set up. Here we can pinpoint children's good behavior linked to our skills builder programme. This is an individual reward system but also a whole class model where each class will have a target number of class dojos to achieve to then receive a pre-agreed reward. Dojo's will be given for (but not exclusively): lining up (Teamwork), setting an example (Leadership), general hard work in class (Aiming High), answering questions (Speaking and Listening), solving problems and being creative with ideas, helping others (Teamwork and Staying Positive).



## 7.4 Responding to misbehaviour

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

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

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






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


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

### AGREED PROCEDURES AND SANCTIONS

The class teacher is generally the best person to manage the behaviour of their children. Any sanction is applied to the behaviour and not the individual child – children reflect on their behaviour and choices. Devolving this responsibility to another member of staff should only be done in exceptional circumstances or in instances of extreme behaviour and in these situations the child should be referred to the Phase Leader/Deputy Head.

Each class will follow the Sanctions below which will be displayed in each classroom:

<u>Step</u>	<u>Sanction</u>	
1 	First Verbal Warning	
2 	Second Verbal Warning	
3 	Time out within the class (5 minutes)	5 minutes to reflect upon this during lunchtime or another appropriate time
4 	Time out within the class next door (5 minutes) to reflect upon this during lunchtime (5 minutes)	5 minutes to reflect upon this during lunchtime or playtime. <b><u>Parents Informed</u></b>
5 	Removal from class and sent to phase leader	<b><u>Parents informed</u></b> , complete reflection during lunch or playtime

<u>6</u> 	Removal from class and sent to Headteacher	<b><u>Parents informed</u></b> , complete reflection at an appropriate time
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1. Step 1/2 - Verbal reminders or prompt of desired behavior
2. Step 3 – Time out within classroom –reflect and discuss during an appropriate time with class teacher
3. Step 4- Child has time out within class next door, reflects during lunchtime discussion with class teacher and has the opportunity to change \*Parents informed
4. Step 5 and 6- If behavior continues, child is removed from class, sent to phase leader/head teacher and will miss play or lunchtime. The child must complete reflection and discuss next steps with the class teacher \*Parents informed

***The class teacher will inform parents of any pupils involved in repeated behaviour issues***

- If behaviour is persistent, class teachers will make a referral to the Deputy Head or phase leader for additional strategies and eventually a behaviour contract if the behaviour does not improve (signed by teacher, parent and pupil and copies kept for evidence in SEND file)
- Behaviour issues at lunchtime will follow the lunchtime behavior sanctions
- Parents will be invited to attend a meeting to review behaviour if their child is on a behaviour monitoring chart/support plan
- SLT will determine whether or not the pupils behaviour warrants further referral to the Deputy Head with responsibility for Inclusion an BSP (Behaviour Support Plan) will be written (in consultation with the class teacher and child)
- The child will be monitored at SEND Support for the period of time that they require an Behaviour Support Plan and as such they will become part of the SEND cycle of review – parents will be involved in that process and will be regularly informed of the child’s progress against their behaviour targets
- Adults will sometimes have to modify their approach to sanctions if a child suffers from a known condition that may cause the child to behave a certain way – in these instances we expect staff to make reasonable adjustments to their planning, delivery and classroom management/organisation to mitigate for the child’s condition while still maintaining good order and discipline
- External agencies will be contacted to support pupils with behavioural and emotional needs – this support will include attending reviews, meeting staff to discuss strategies, observing and 1:1 work. These agencies include the Educational Psychology Service, CAT etc.
- In extreme cases of dangerous behaviour a child may be sent directly to the Phase Leader or the Head/Deputy Teacher and more serious action taken. A blue hand is in use to summon help from the office or another classroom in the event that behaviour becomes unmanageable.
- There may be times when as a consequence of extreme behaviour it is necessary for the Head to exclude a child for lunchtime, suspension or exclusion

## 7.5 Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## 7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

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

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the HeadTeacher (DSL) or Deputy Head (DDSL) if Head teacher is not available or DDSL 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 in section 3, 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

### Searching pupils' possessions

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

- › Desks
- › Lockers
- › Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### Support after a search

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

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

### Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches 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:

- 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.

## 7.7 Off-site misbehaviour

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

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

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

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

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

## 7.8 Online misbehaviour

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

- It poses a threat or causes harm to another pupil
- 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.

## 7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the DSL, DDSL will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## 7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

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

<https://stjonmon.bham.sch.uk/about-us/safeguarding-keeping-children-safe-in-education>

## 7.11 Malicious allegations

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

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

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

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

Please refer to our child protection and safeguarding policy <https://stjonmon.bham.sch.uk/about-us/safeguarding-keeping-children-safe-in-education> for more information on responding to allegations of abuse against staff or other pupils.

## 8. Serious sanctions

### 8.1 Removal from classrooms

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

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- › Restore order if the pupil is being unreasonably disruptive
- › Maintain the safety of all pupils
- › Allow the disruptive pupil to continue their learning in a managed environment
- › Allow the disruptive pupil to regain calm in a safe space

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

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

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class

- › Meetings with ELSA lead
- › Use of teaching assistants
- › Short term behaviour support plan
- › Long term behaviour support plans
- › Pupil support units
- › Multi-agency assessment

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

### 8.3 Suspension and permanent exclusions

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

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

Please refer to our exclusions policy for more information <https://stjonmon.bham.sch.uk/parents/policies-procedures>

## 9. Responding to misbehaviour from pupils with SEND

### 9.1 Recognising the impact of SEND on behaviour

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

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

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

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

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

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

Examples of reasonable adjustment can 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 where pupils can regulate their emotions during a moment of sensory overload

### 9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will 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.

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

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

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

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

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

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

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

## **10. Supporting pupils following a sanction**

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

This could include measures like:

- Restoration meetings
- Reflection meetings
- Daily contact with the pastoral lead/deputy head
- A report card with personalised behaviour goals]
- A success book

## **11. Pupil transition**

### **11.1 Inducting incoming pupils**

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

### **11.2 Preparing outgoing pupils for transition**

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

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

## **12. Training**

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

- The proper use of restraint (teamteach)

- › The needs of the pupils at the school
- › How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusion and suspension
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed across the year by the SLT

The data will be analysed from a variety of perspectives including:

- › At school level
- › By age group
- › At the level of individual members of staff
- › By time of day/week/term
- › By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### 13.2 Monitoring this policy

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

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body annually

## 14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Anti-bullying policy



## Appendix 1: written statement of behaviour principles

- › We recognise that all behaviour is a form of communication and all interactions between staff and pupils will be built upon positive relationships
- › Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- › All pupils, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to pupils at all times
- › Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by pupils and staff
- › The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- › Pupils are helped to take responsibility for their actions
- › Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body.

# One Page Positive Relationship Summary



**AIM:** To provide children with a happy safe environment where our positive culture and ethos promotes celebrates and ensures excellent behaviour.

We will build upon eight essential skills to support now and in the future



**Positive relationships are at the heart of our philosophy when managing and encouraging excellent behaviour**

Positive reinforcement and

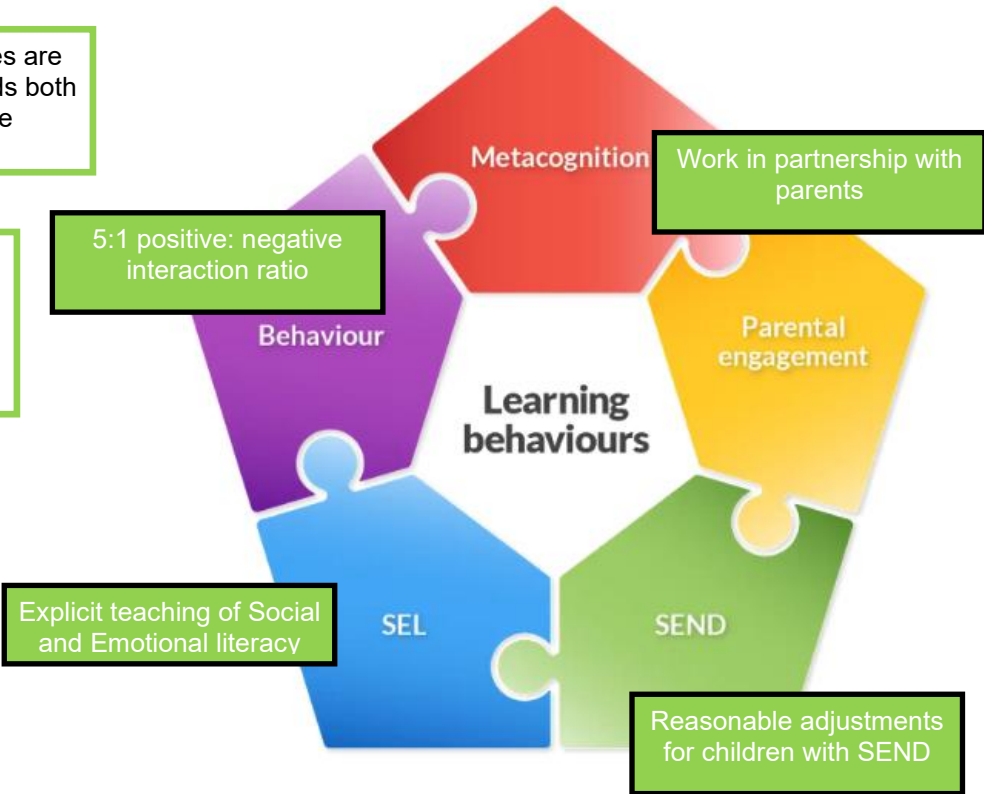


Through building positive relationships, we recognise and understand the different challenges for each child that impact upon behaviour and reasonably adjust

A whole school house point system is used where staff can celebrate and promote good work. Scores are collated each week and celebrated. The individual Class Dojo system enable children to work towards both a class (dojo party) and individual target linked to our Skills Builder learning behaviors program where through demonstrating the eight core skills children receive 'dojos'

Step	Sanction	
1 	First Verbal Warning	
2 	Second Verbal Warning	
3 	Time out within the class (5 minutes)	5 minutes to reflect upon this during lunchtime or another appropriate time
4 	Time out within the class next door (5 minutes) to reflect upon this during lunchtime (5 minutes)	5 minutes to reflect upon this during lunchtime or playtime. <b>Parents Informed</b>
5 	Removal from class and sent to phase leader	<b>Parents informed,</b> complete reflection during lunch or playtime
6 	Removal from class and sent to <u>Headteacher</u>	<b>Parents informed,</b> complete reflection at an appropriate time

Clear sanctions are used across the school that allow children time to reflect upon behaviour thinking about how they will change and what they would do differently next time restoring relationships impacted



### Appendix 3: letters to parents about pupil behaviour - templates

#### First behaviour letter

Dear [insert parent name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property'.]

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name] behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

-----

#### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Dear [insert parent name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

[Insert details of how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Third behaviour letter

Dear [insert parent name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: \_\_\_\_\_







Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Appendix 5: Classroom Sanctions and Reflection

At S.s John and Monica we learn through the example of Jesus to: love, respect, understand and value each other.

<u>S.s John and Monica Sanctions</u>		
<u>Step</u>	<u>Sanction</u>	
1 	First Verbal Warning	
2 	Second Verbal Warning	
3 	Time out within the class (5 minutes)	5 minutes to reflect upon this during lunchtime
4 	Time out within the class next door (5 minutes) to reflect upon this during lunchtime or appropriate time (5 minutes)	5 minutes to reflect upon this during lunchtime <b><u>Parents Informed</u></b>
5 	Removal from class and sent to phase leader	<b><u>Parents informed,</u></b> and complete reflection
6 	Removal from class and sent to Headteacher	<b><u>Parents informed,</u></b> and complete reflection

# Class Dojo Target



## KS2 Reflection

Date \_\_\_\_\_

Name \_\_\_\_\_

Class \_\_\_\_\_

What I did wrong this week

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Who did this impact and why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What will I do differently next time?

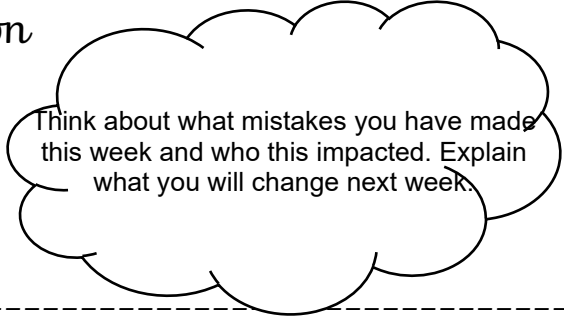
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\_\_\_\_\_

\_\_\_\_\_



Appendix 5: Lunchtime Sanctions

<u>S.s John and Monica Lunchtime Sanctions</u>		
<u>Step</u>	<u>Sanction</u>	
<p><u>1</u></p> 	First Verbal Warning	
<p><u>2</u></p> 	Second Verbal Warning	
<p><u>3</u></p> 	Time out on bench (5 minutes)	5 minutes to reflect upon during lunchtime
<p><u>4</u></p> 	Time out inside (hall) class teacher notified	5 minutes to reflect upon this during lunchtime <b><u>Parents Informed</u></b>
<p><u>5</u></p> 	Removal from class lunch and sent to Deputy Head	<b><u>Parents informed</u></b> , and complete reflection
<p><u>6</u></p> 	Removal from lunch and sent to Headteacher	<b><u>Parents informed</u></b> , and complete reflection

