

“Guided by Jesus Christ, our teacher, we journey together, learning to dream, believe and achieve.”

**Behaviour policy and statement of behaviour principles**

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| **Approved by:** | Curriculum Committee | **Date:** 21/10/24 |
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# 1. Aims

This policy aims to:

* Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
* Create a learning and caring environment which reflects the examples and teachings of Christ
* 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 2022](https://www.gov.uk/government/publications/behaviour-in-schools--2)
* [Searching, screening and confiscation: advice for schools 2022](https://www.gov.uk/government/publications/searching-screening-and-confiscation)

* [The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)

* [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
* [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](https://www.gov.uk/government/publications/school-exclusion) 2023

* [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)

* [Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)

* [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

In addition, this policy is based on:

* Section 175 of the [Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/section/175), 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](http://www.legislation.gov.uk/ukpga/2006/40/section/88), 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](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online%22%20%5Cl%20%22behaviour-policy) 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
* Any form of bullying
* Sexual assault (any type of sexual behaviour or touching without consent)
* Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
* Sexual comments
* Sexual jokes or taunting
* Physical behaviour such as 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
* Racist, sexist, homophobic or discriminatory behaviour
* Possession of any prohibited items. These are:
* Knives or weapons
* Alcohol
* Illegal drugs
* Stolen items
* Tobacco and cigarette papers
* E-cigarettes or vapes
* Fireworks
* Pornographic images
* Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

# 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 |
| Prejudice-based and discriminatory, including:* Racial
* Faith-based
* Gendered (sexist)
* Homophobic/biphobic
* Transphobic
* Disability-based
 | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |

 St. Clare’s approach to preventing and addressing bullying includes:

Using assembly time in class and time with the Inclusion Lead to ensure that pupils understand the differences between relational conflict and bullying.

Building a positive Catholic ethos based on respecting and celebrating all types of difference in our school that is understood by the whole community.

Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.

Work in school which develops empathy, social skills and emotional understanding e.g.RE, Prayer and Liturgy, PSHE, social and emotional learning programmes and playground buddies.

Raising awareness of online bullying through e-safety lessons.

Children are encouraged to speak out where they suspect bullying has taken place. We operate an open door policy, the school app, telephone or school email for parents to raise any concerns. Incidents will then be investigated by an appropriate adult and recorded on our behaviour recording system, CPOMS. A similar approach is applied to bullying which occurs off the school premises or online. This is normally in conjunction with the children’s parents.

Following episodes of bullying, pupils are seen regularly by a senior member of staff in the form of a ‘check-in’ to ensure no further incidents have occured. Parents are offered a regular phonecall by the inclusion lead or other senior member of staff to update them.

Instances of bullying are reviewed at weekly meetings with a review to reflecting what we have learnt and review procedures to prevent further instances.

Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play. Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

# 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 the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
* Recording behaviour incidents promptly on CPOMS
* 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, while 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
* The school’s key rules and routines. Our three main rules are: Be Ready, Be Safe and Be Respectful.
* The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don’t meet the standards
* The pastoral support that is available to them to help them meet the behaviour standards

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

There are three easy to remember school rules ‘Be ready, be respectful and be safe.’ They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Be ready:

Children are to attend school on time.

Children are to be wearing the correct uniform.

Children are to be ready to learn with the correct resources / equipment.

Children have positive attitude and show determination and resilience.

Children are ready to be the best person they can be.

Be respectful:

Children are polite to everyone.

Children display good manners

Children listen to everyone and respect the views of others.

Children follow teacher’s instructions immediately and sensibly.

Children respect the property of others

Children respect and care for the school environment.

Be safe:

Children follow rules and routines for health and safety.

Children have kind hands, kind feet and kind words.

Children ensure that they stay in supervised areas.

Children act as a positive role model and question ‘What would Jesus do?’

A ‘no shouting’ policy is in operation in school and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

**7 Health and Safety**

**We have specific rules being enforced on the grounds of health, welfare and safety to keep our pupils and school community safe.**

**7.1 Mobile phones**

**Mobile Phones / smart watches**

School discourage pupils from bringing in mobile phones or smart watches. However, if one is brought to school for a specific reason e.g walking to and from school alone, then this must be handed in each morning on entering school and will be returned by the class teacher on the playground at the end of each day. Misuse of mobile phones could result in a pupil not being able to bring the mobile in school. They should never be left in trays or coats or used during school hours. School will not accept any responsibility for loss or damage to any mobiles phones or smart watch brought into school.

7.2 **Food and drink**

Children may bring fruit from home to eat at morning play. They may also obtain fruit through the National Fruit Scheme. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks. Children have regular access to water

 7.3 **Jewellery**

Stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves, it should be taken out at home on the days the child does PE. Any articles removed should be locked in the teacher’s cupboard for the duration of the lesson.

7.4 **PE Kit**

Appropriate clothing must be worn for all PE activity. Children will come into school in their PE kit on PE days.

Indoors: -No jewellery, black shorts and white top.

Outdoors: No jewellery, plimsols or trainers, black shorts or black leggings / tracksuit bottoms, and white top. Children may wear a plain grey or black sweatshirt / jumper for outdoor PE lessons. Logos are not permitted on the kit.

If children are not wearing the correct uniform, they will be told to change into PE clothing kept in school.

7.5 **School Clothing**

The school has a separate school uniform policy. Uniform may be purchased from the school office. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled black shoes should be worn. All uniform should be labeled with your child’s name.

7.6 **Personal property**

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

# 8. Responding to behaviour

8.1 Classroom management

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

They will:

* Create and maintain a stimulating environment that encourages pupils to be engaged
* Display the behaviour curriculum or their own classroom rules
* Develop a positive relationship with pupils, which may include:
	+ Greeting pupils in the morning/at the start of lessons
	+ Establishing clear routines
	+ To gain pupils’ attention in class, staff will say ‘Show me Five’ and may do a countdown from 5 to 1.
	+ 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

**8.2** 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.

**8.3 Responding to good behaviour**

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

**Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

**Rewards**

1. **General**
* Specific praise for pupils doing the right thing should be consistently used and be the first strategy for managing pupil behaviour.
* Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).
* Recognition can be given for success of different kinds in assemblies, e.g. presentation of swimming certificates, out of school activity rewards and certificates for behaviour and work.
* Children’s work can/should be displayed as much as possible both in the classroom and corridors of the school (see Display Policy).
* A visit to the Head teacher and senior leaders for commendations.
* Above all, praise and encouragement in and out of lessons should be used as much as possible.
1. **Whole School Reward System:**

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based and a whole school approach to work together as a team, to earn and collect “Tokens” Tokens may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:

∙ Particularly good work/effort. Staff will write 1T in a pupil’s book to inform them of the token.
∙ Displaying good manners.
∙ Displaying a caring attitude towards others.
∙ Staying on task etc.

. Good acts of teamwork.

. 1T given each day for pupils who remain green, earning a maximum of 5 tokens a week.

When awarding the token, the member of staff should reinforce the good behaviour e.g. ‘You can have a token for waiting so patiently’.

**Once awarded - a Token can never be deducted** (see Sanctions).

Each pupil is put into one, of four named house teams. Each house works together to collect the most tokens at the end of each half term. In line with British Values, the children use a democratic vote to decide upon the reward given.

**House Teams:**

**St Josephine**

**St Patrick Only 1 Token at a time is to be given out.**

**St Francis**

**St Therese**

3**) Certificates**

A weekly celebration assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for attainment, achievement, attitude or displaying Gospel Values. Certificates are awarded.

4**) Good to Be Green**

Each class will have a good to be green board displayed. This display promotes the view that it is ‘good to be green’. In addition, pupils from each class receive good to be green postcards home regularly, which can be for excellence in attainment or behaviour. Class teachers keep daily logs relating to behaviour in class and send these to their key stage leader at the end of each week.

5) Star badges

Each class will have a record sheet detailing the children who have been green all week. When a child has been green for a total of 10 weeks, they will receive a bronze star badge. When a child has been green for a further 10 weeks, they will receive a silver star badge. When a child has been green for a total of 30 weeks, they will receive a gold star badge.

At the end of each term, those children who have achieved their bronze, silver and gold award will receive an additional break during the afternoon.

6) Gold cards

A teacher may choose a child to receive a gold card who has gone above and beyond normal expectations.

7) Catholic Social Teaching Award

Each week a class teacher will choose a child who has ‘put love into action’ to receive this award. The plaque will stay in the child’s classroom for the week and a certificate will be sent home to inform parents.

**8.4 Sanctions**

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour (see above). Responses range from polite reminders to permanent exclusion, and are intended to:

* Provide clarity and consistency of suitable responses.
* Minimise disruption to others especially teaching and learning time.
* Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
* Allow early involvement of parents, line managers, SENCO and support agencies.
* Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e ‘That was a silly thing to do because…’ and not ‘You are a silly boy’.

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour, professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. Consideration will need to be given to children with SEND.

A verbal reminder should initially be given, so that a pupil has a chance to modify their behaviour. A ‘Stop and Think’ card is placed into the child’s Good to be Green holder.

If poor behaviour continues and a child receives the yellow warning card, they subsequently miss 5 minutes in key stage 1 and 10 minutes in key stage 2 off their next break (break or lunch) standing in a quiet area on the playground near to the school building.

If the child continues to make poor choices, then a red card is given and the child attends a lunchtime detention 15 minutes in key stage one (main KS1 office area) and 30 minutes in key stage 2 (Inclusion Office). Should this occur on a Friday afternoon, the detention is completed during the last 20 minutes of the day in the Inclusion Office / KS1 office, so that the child begins the following week afresh.

In KS2 pupils who attend a detention will spend the last 15 minutes on the alternative playground, away from their peers.

During detention, KS2 pupils will write a reflective prayer/letter.

**A straight red card may be given to any pupil involved in a physical confrontation, racist comments, use of inappropriate language, or damage to school property. Sexualised behaviour will, as a minimum, result in a red card.**

**All red cards must be added to CPOMs so monitoring of pupil behaviour and follow up by senior staff can take place where necessary.**

**A small minority of SEND pupils may not follow the above behaviour system but a personalised one with immediate sanctions.**

Following a red card, if a child continues to make poor choices, time out in another class is given and they must be seen by the inclusion lead or a member of SLT. They will then be sent to another class for the rest of the session with their work. Where possible this will be as follows.

Y1- Y2

Y2 -Y1

Y3 – Y5

Y4 – Y6

Y5 – Y3

Y6 – Y4

**Parents will be contacted and asked to come into school for a meeting if any pupil receives three red cards over the course of a half term. This will be identified on the weekly warning logs. They will meet with a senior leader. Regular contact with parents will then remain in place until both school and parents/carers are happy that behaviour has improved.**

**Behaviour Warning System in EYFS:**

In Nursery, all children start the day on the sun. They have the opportunity to have their peg moved to the rainbow for good behaviour and then the star for exceptional behaviour.

A verbal reminder should initially be given, so that a pupil has a chance to modify their behaviour.

If poor behaviour continues and a child’s peg is moved to the cloud, they subsequently do three minutes timeout.

If the child continues to make poor choices, then a final verbal warning is issued before their peg is moved to the stormy cloud and the child competes five minutes timeout.

**A child may be moved straight to red if they are involved in a physical confrontation, racist comments, use of inappropriate language or damage to school property.**

To support transition to KS1, Reception children follow a gold, green, amber and red system. All children start the day on green.

If children show exceptional behavior then their peg will be moved to gold.

A verbal reminder should initially be given, so that a pupil has a chance to modify their behaviour.

If poor behaviour continues and a child’s peg is moved to amber, they subsequently do three minutes timeout.

If the child continues to make poor choices, then a final verbal warning is issued and then their peg is moved to red and the child competes five minutes timeout.

**A child may be moved straight to red if they are involved in a physical confrontation, racist comments, use of inappropriate language or damage to school property.**

**Pupils with SEND:**

School will consider whether a pupil who displays challenging behaviour may have unidentified SEND.

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.

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

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

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

**Depending on the nature of the offence this may include immediate, permanent exclusion.**

Serious incidents need to be treated on an individual basis and the circumstances investigated.

**A fixed term/ internal exclusion may be necessary for a child who persistently offends. These may include:**

* Repeated and regular low level disruption.
* Actual or threatened violence against another pupil or a member of staff.
* Deliberately damaging school property.
* Disregard of school rules and procedures.
* Sexualised behaviour

An internal exclusion is where a child is removed from their class for an agreed period of time to work elsewhere within the school.

A fixed-term exclusion is where a child is sent home and the local authority are notified.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

**8.5 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/carers (see appendix 3 for a behaviour log)

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.

**8.6 Confiscation, screening and searching**

Searching, screening and confiscation is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](https://www.gov.uk/government/publications/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/carers, if appropriate.

**Searching a pupil**

Searches will only be carried out by a senior member of staff and there will always be another member of staff present as a witness to the search.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept. This should only be in exceptional circumstances.

A search can be carried out if the senior 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. Should a search be required on a school trip, this will be carried out on the authority of the headteacher by the member of staff identified as the most qualified to do so.

Before carrying out a search the senior 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 co-operate, the senior member of staff will contact the child’s parents to carry out the search. An appropriate sanction will be given for refusal to cooperate.

The senior member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

* Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
* Hats, scarves, gloves, shoes or 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. This is in exceptional circumstances.

**Informing the designated safeguarding lead (DSL)**

Following the search, the DSL should be informed without delay and information recorded on CPOMs:

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

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

**Informing parents/carers**

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

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

**Support after a search**

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

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

**8.7 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).

**8.8 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.

**8.9 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, a senior member of staff 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.

**8.10 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

**8.11 Malicious allegations**

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

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

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

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

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

# 9. Supporting pupils following a sanction

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

These include:

* Reintegration meetings
* Daily contact with the pastoral lead
* A home/school report booklet
* restorative work
* Zones of regulation work
* SEMH interventions
* Personalised behaviour plan

# 10. Training

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

* The proper use of restraint
* The needs of the pupils at the school
* How SEND and mental health needs can impact behaviour
* Behaviour management will also form part of continuing professional development.

# 11 Monitoring arrangements

**11.1 Monitoring and evaluating behaviour**

The school will monitor the following:

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

The information will be reviewed weekly and analysed every half-term by senior staff. This may include analysis:

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

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

**11.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher 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 Chair of Governors

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

# 12. Links with other policies

This behaviour policy is linked to the following policies

* Child protection and safeguarding policy
* Physical restraint policy
* SEND Policy
* Online Safety Policy

### Appendix 1:

Behaviour Principles Written Statement

A statement of behaviour principles written by Governors is required by all maintained schools. These principles guide our Behaviour Policy and procedures at St Clare’s.

The Governors at St Clare's believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

Our guiding principles are:

All our interactions and behaviours are guided by the teachings of Jesus Christ.

 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

 St Clare’s is an inclusive school and 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
* It is recognised that the use of rewards and sanctions must have regards to the individual situation and the individual student and the Headteacher is expected to use their discretion in their use. Sanctions however should be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, offering support as necessary
* 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 annually.