



St Cuthbert's Catholic Primary School
Pupil Behaviour and Discipline Policy

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Approving Body:	Local Governing Committee

Pupil BEHAVIOUR AND DISCIPLINE POLICY

Legal Framework and Guidance:

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

- The Education Act 1996
- School Standards and Framework Act 1998
- The Education Act 2002
- Education and Inspections Act 2006
- The Equality Act 2010
- Education Act 2011
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008
- Schools (Specification and Disposal of Articles) Regulations 2012
- Use of reasonable force Advice for headteachers, staff and governing bodies July 2013
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Education (Independent School Standards) (England) Regulations 2014.
- DfE 'Behaviour and discipline in schools' 2016
- Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017
- Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2018
- Keeping Children Safe in Education 2018
- DfE 'Sexual violence and sexual harassment between children in schools and colleges' 2018
- DfE Mental Health and Behaviour in schools 2018

Associated Policies and/or reference documents

- Safeguarding and Child Protection
- Anti-Harassment and bullying
- SEN and Code of Practice
- Uniform
- Use of Reasonable force - MAT
- Exclusions guidance (LA and DFE)
- Acceptable Use
- E-Safety

Roles and responsibilities

Governors

The Local Governing Committee is responsible for approving and monitoring this behaviour policy's effectiveness and holding the Headteacher/Principal to account for its implementation.

The Headteacher/Principal

The Headteacher/Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The Pastoral Team will support staff, monitor behaviour and liaise with parents
- The Senior Leadership Team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the student conduct and behaviour expectations – see below
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with relevant staff promptly
- Be aware of the Home School Agreement – see website
- Support staff to ensure a consistent approach

Aims:

Teachers should demonstrate their own adherence to the underlying Christian values of the School by the way they promote good behaviour and in their responses to students. In exercising their professional duties, staff should be honest, fair and just. Setting a good example will result in students feeling happy, secure, wanted and valued. The policy aims to:

- promote good behaviour, self-discipline and respect through a consistent approach
- prevent bullying – see Anti-Harassment and Bullying Policy
- ensure that students complete assigned work
- shape character and promote virtues
- regulate, as appropriate, the conduct of pupils
- keep children safe - see Safeguarding Policy

Core Principles:

“Let the peace of Christ rule in your hearts, remembering that as members of the same body you are called to live in harmony, and never forget to be thankful for what God has done for you”.

(Colossians 3:15-16)

- Children have a right to attend school in safety and to learn without disruption.
- Teachers have a right to work in an environment that allows them to use their skills to the full for the benefit of all their students. The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.
- Students being disrespectful should never be tolerated; students should show respect to staff at all times and in turn, staff should be sensitive to the needs of students. In keeping with the ethos of the School, it is expected that all **staff and students are courteous and respectful at all times.**
- Recognitions and awards are more effective than punishment in motivating students. Good behaviour and achievement must be recognised – see Recognitions and Rewards below
- Discipline should be constructive in nature and staff attitudes must be consistent.
- Discipline works best when enforced immediately. Standards must be met and appropriate referrals made. A clear and consistent code of conduct is necessary for all students and should ensure that the small minority of disruptors are aware of the rules/expectations and sanctions that can be imposed.
- Parental engagement is crucial and the support of parents essential for the maintenance of good behaviour.
- Students with behavioural issues will be supported through the pastoral system
- The School acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs and/or Disabilities.

Definitions:

Whilst not an exhaustive list, for the purpose of this policy, the School defines **‘unacceptable behaviour’** as any behaviour which may cause harm to oneself or others, disrupts learning, damages the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals, including racist, sexist and homophobic behaviour
- Vexatious behaviour – deliberately acting in a manner to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse, an insidious or persistent action which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items (including but not limited to) knives, fireworks, firecrackers)
- Truancy
- Defiance e.g. Refusing to comply with instructions and/or disciplinary sanctions
- Theft

- Swearing, racist remarks or threatening language
- Fighting or aggression
- Persistently poor and/or disruptive behaviour
- Smoking/Vaping
- Lateness to registration and class
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones/ear phones without permission
- Graffiti/vandalism/chewing gum or deliberate damage to property
- Failure to comply with the uniform policy (including jewellery/make-up/false nails, etc – see uniform policy)

Sexual harassment

The School prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “upskirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet, email or mobile phones
 - Creating or maintaining websites with sexual content
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previously related incidents.

The School will address the effects of harassment and will signpost counselling/support services if the harassment has affected performance or well being

Behaviour for Learning at St Cuthbert's

Our School principles: 'Be Ready, Be Respectful and Be Safe'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal
Education

The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and Above Recognition
<ol style="list-style-type: none"> 1. Be Ready 2. Be Respectful 3. Be Safe 	<ol style="list-style-type: none"> 1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Accompanying children to the playground at the end of every day 5. Praising in public (PIP), Reminding in private (RIP) 6. Consistent language 	<ol style="list-style-type: none"> 1. Recognition boards/Proud cloud 2. Certificates 3. Stickers 4. Phone call/text home 5. Verbal praise 6. Notes home 7. SLT praise 8. Class Rewards 9. Show work to another adults 10. Well done book/ HT award 11. Recommendation to HT (phone call)

Expected behaviour at break and lunchtime:

Pupils should conduct themselves in an orderly fashion in corridors, the dining rooms and classrooms. Where possible, pupils should walk on the left. Mobile phones must ***not*** be used in the building and must be handed in to the office for safe keeping until home time.

In good weather, pupils should go outside. Classrooms rooms are assigned to each year group in times of inclement weather.

Behaviour out of School:

This school is committed to ensuring our students act as positive ambassadors. The same behaviour expectations for students on School premises apply to off-site behaviour.

Therefore, we expect the following:

- Good order on all transport (including public transport) to and from School during educational visits
- Good behaviour on the way to and from school. In the event of poor behaviour reported on School buses, the School, and in some cases the School /LA, has the right to withdraw travel passes
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.

Incidents off-site:

Under the Education and Inspections Act (2006), the School has the right to exercise discipline beyond the School premises. This includes misbehaviour:

- on activities arranged by the School such as work experience, educational and sporting events
- on the way to and from School (including on the buses)
- when wearing the School uniform in a public place or they are in any way identifiable as a student of the School
- which could have repercussions for the orderly running of the School
- poses a threat to another student or member of the public
- which could adversely affect the reputation of the School

In response to poor behaviour or bullying which occurs off site, witnessed by a staff member or reported to the school, the School will investigate the incident, communicate with parents and discipline students accordingly.

Incidents involving technology (e.g. mobile phones/chat rooms/internet sites):

Mobile phones must **not** be used inside the building. If a student is seen using his/her phone inside, without direct permission from a member of staff, the phone will be confiscated and should be collected at the end of the School day. Regarding any suspicions relating to illegal content or sexual imagery, the phone will be confiscated and may be handed over to the police for investigation.

The use of defamatory or intimidating messages/images inside or outside of the School will not be tolerated. Disciplinary sanctions will be applied to perpetrators.

As per our Acceptable Use Policy in relation to the use of technology, still pictures or video being taken on site is prohibited unless under the direction of a member of staff.

Disciplinary action against Pupils found to have made malicious accusations against staff and other adults working in the School:

In order to fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

If a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the Bishop Hogarth Catholic Education Trust Whistleblowing Policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the Bishop Hogarth Catholic Education Trust Safeguarding/Child Protection Policy.

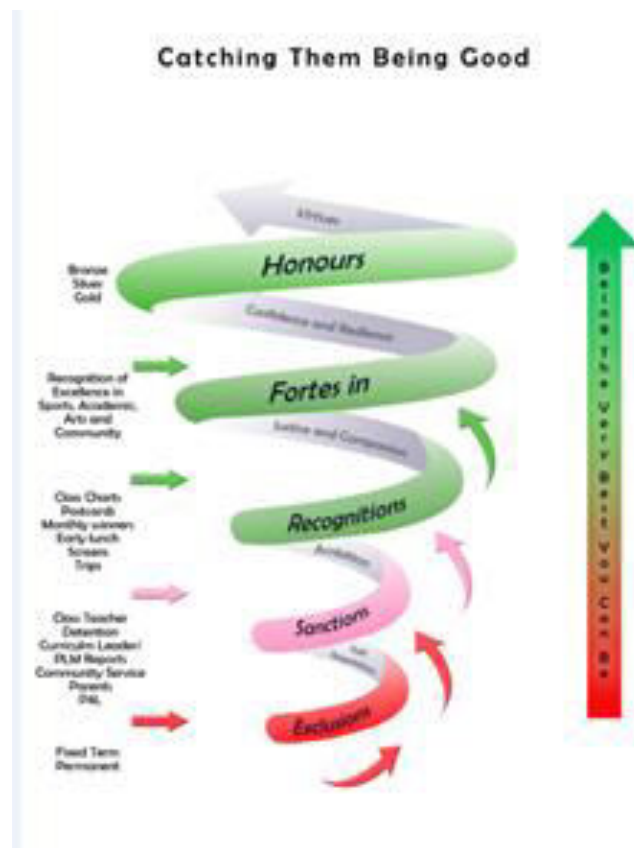
In the event that an allegation is shown to have been deliberately invented or malicious, the Principal will consider whether any disciplinary action is appropriate against the pupil who made it, or, if appropriate, the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/ carer of the pupil concerned at an early stage and made in consultation and agreement with the Local Governing Committee and Directors of Bishop Hogarth Catholic Education Trust.

Any student found to have made malicious accusations against staff may be considered for a permanent exclusion. Any cases which arise will be investigated thoroughly and will be treated on an individual case basis.

Staff accused of misconduct will receive appropriate pastoral support

Recognising and rewarding good behaviour:



'Catching them being good'

Praise is a much more powerful tool than sanctions and is much more in keeping with the ethos of the School. Therefore, frequent use of encouraging language and gestures, both in lessons and around the School is to be encouraged so that positive behaviour is instantly recognised and positively rewarded.

Examples of recognitions/rewards at St Cuthbert's include:

- Weekly HeadTeacher awards
- Stickers
- Treats
- Celebration assemblies
- Notes home
- Phone calls home
- Certificates
- Lots of verbal praise

Consequences at St Cuthbert's:

Consequences *should*

- Make it clear that unacceptable behaviour affects others and is taken seriously
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Consequences need to be in proportion to the action

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

Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect
Explicitly TEACH behaviour
MODEL the behaviour we expect
PRACTISE behaviour
NOTICE excellent behaviour
CREATE conditions for excellent behaviour

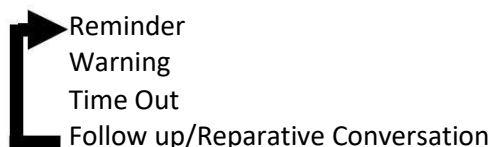
Language around Behaviour

At St Cuthbert's R.C. Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' or 'having a meltdown' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Some children in school do occasionally go in to 'crisis'.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

Incidents are logged on CPOMS at the staff member's discretion.

BEHAVIOUR PATHWAY



Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:

Sent to SLT/DHT/HT
Parents phoned
Parents called to school
Behaviour plan agreed with parents, staff and child.

Extreme Behaviours

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

These children will have bespoke Behaviour plans that can be found in *Appendix A*.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by Team teach trained staff only and recorded on a school incident form (*Appendix B*)

Trained staff are: Mrs. Cullen and Mrs Holroyd

The school will record all serious behaviour incidents on CPOMS and any restraints using an incident form (appendix B)

Exclusions may occur following extreme incidents at the discretion of the HT. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion or managed move to another local primary school.

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

Systems and procedures

It is important that all staff ensure that standards are maintained and are **consistent**. Instances of misbehaviour must be dealt with by the teacher present at the time of the incident and should take into consideration the context of the incident and the circumstances of the child. Where examples are mentioned it is important to remember that they are not exhaustive lists.

Consequences are more likely to promote positive behaviour if the students see them as fair. Staff should be clear, therefore, that they:

- are dealing with the behaviour and not stigmatising the students
- impose sanctions fairly and consistently
- use sanctions to help the student and others to learn from mistakes and recognise how they can improve their behaviour'
- attempt to link the concept of sanctions to the concept of choice, so that the students see the connection between their own behaviour and its impact on themselves and others and so increasingly take responsibility for their own behaviour (self-regulation)
- avoid whole group sanctions that punish the innocent as well as the guiltily
- never issue a sanction which is humiliating or degrading or involves corporal punishment

The School will consider the imposing of sanctions on an individual case basis, will always act **lawfully, reasonably and proportionately in relation to the misbehaviour identified, the students' age and any specific SEND or religious requirements** and, whilst not an exhaustive list, will draw from a range of strategies including:

Records of confiscated items will be kept and items will be stored safely and returned to the student and or parent as appropriate – normally at the end of the school day. However, illegal items will be handed over to the police. Staff cannot be held liable for the loss of confiscated items.

- **A variety of forms of detention (e.g. break and lunchtimes/after school following communication with parents) and where this will not compromise a student’s safety. It should be noted that Parental consent is not required for detention.**
- **Catch-up sessions break and/or lunchtime**
- **Withholding participation in a school event/trip/sporting activity**
- **Withdrawal of break or lunchtime privileges**
- **Carrying out a community/useful task in the School**
- **Internal exclusion/isolation** - In many instances internal exclusion is more appropriate than a fixed-period exclusion. If a student is on internal exclusion, it will be for a limited period only (as defined by the School) and appropriate work will be set. The School will ensure that students are kept in isolation no longer than is necessary and that their time will be used constructively. Internal exclusion is principally used as a sanction for disruptive, defiant behaviour and truanting.
- **A fixed period exclusion** (note: students excluded from School for more than 5 days will receive full-time education elsewhere from the sixth day)
- **Permanent exclusion – see also DfE. Permanent exclusions will be considered for:**
 - Physical assault (against a pupil or adult) including fighting, violent behaviour, wounding, obstruction and jostling)
 - Verbal abuse/threatening behaviour (against a pupil or adult) including threatening violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon
 - Serious bullying including verbal, physical, cyber/online, homophobic, racist, peer on peer
 - Racist abuse including racist taunting, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti
 - Sexual misconduct including sexual abuse, sexual assault, sexual harassment
 - Drug and alcohol related incidents including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing
 - Deliberate damage including to school or personal property belonging to any member of the school community, vandalism, arson, graffiti
 - Theft including stealing school property, personal property, from local shops or on a school visit, selling and dealing in stolen property
 - Carrying an offensive weapon
 - Persistent disruptive behaviour including repeated challenging behaviour, defiance, persistent violation of school rules, truancy
 - One-off serious incidents not covered by the categories above.

Staff training

As part of their continuing professional development teaching staff will receive regular updates and/or training on behaviour management and expectations. Newly qualified or newly appointed

staff to the School will receive training at the point of induction. In addition, nominated staff will receive specialist training in physical restraint. Support for staff to improve their practice can be requested as and when needed.

Pupil Support & Dealing with Underlying Issues

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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.

Use of reasonable force - see also MAT Policy

Where 'reasonable force' is required to prevent a child displaying dangerous behaviour from hurting themselves or others, care will be taken to adhere to DfE 'Use of Reasonable Force' (2013) guidance. The school will ensure that staff have safe handling training that complies with this guidance.

Physical restraint:

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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

Investigations

The School will co-operate fully with external agencies such as the Police/Social Services and will liaise with parents as appropriate or within the guidelines of the law and statutory duties outlined by the Government's Department for Education.

If a serious incident takes place it will be investigated, and statements taken. Such statements can then be viewed and taken into consideration when determining outcomes – see appendices 2 and 3

Child's Name:	Date of Plan:	Review Date:
What does the behaviour look like?		

Inclusion

“The heart of the discerning acquires knowledge, for the ears of the wise seek it out”. (Proverbs 18:15)

We strive to provide a supportive and nurturing learning environment within which our young people can develop and grow emotionally and spiritually. This is provided both in and out of the classroom by specialist teachers and support staff. Our holistic approach develops students to become resilient, confident and independent.

Some of our students find education challenging for a number of reasons. By providing a structured and supportive environment, with skilled and committed staff who understand their individual needs, our students are given the best opportunities to experience success. This prepares them well for their next steps, be it post 16 education, an apprenticeship or a job with training.

We recognise that children can, and sometimes do, make mistakes. We firmly believe, however, that when mistakes are made, we can learn from them and use the experience to further develop character and values which underpin and support our Christian ethos.

Internal Exclusion

Internal exclusion forms part of our whole school approach to promoting positive behaviour and may serve a number of different purposes, including:

- To accommodate pupils who have been removed from a lesson at very short notice for poor behaviour
- A cooling off period for one off incidents
- A punitive measure for unacceptable behaviour and/or disruption
- Avoidance of a Fixed Term Exclusion (FTE)
- Time to reflect and move forward

Internal exclusion should not become:

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

Application

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

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

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours

What are common triggers?

De-escalation skills

Skill	try	avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Controlled choices			
Humour			
Logical consequences			
Planned ignoring			
Time-out			
Removing audience			
Transfer adult			
Success reminded			
Supportive touch			
Listening			
Others			

Diversion and distractions

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Section A

Name of child _____ Class _____

Date _____ Staff Participants _____

Start Time and Place _____ End Time and place _____

Section B

DETAILS OF THE BUILD UP TO THE INCIDENT

Antecedents (what led to this incident?)

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What behaviour was observed?

Kicking/Punching		Head butting		Spitting		Abusive language	
Biting		Absconding		Threats		Damaging property	
Throwing		Pushing/pinching		Disruptive		Self-harm	

What may have been the cause of this behaviour?

Anger		Frustration	
Learned behaviour		Peer dynamics	
Conflict		Other	

Reason for

positive handling:

Committing a criminal offence		Posing a danger to themselves or others	
Causing personal injury to self or others		To move student from A to B to prevent disruption to learning	
Other			

Section C

THE INCIDENT

Physical Intervention required:

Friendly hold		Single elbow standing		Single elbow seated		Figure of 4		Double elbow standing	
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		Wrap hug standing		Wrap hug seated		Cradle Hug		Guiding & Escorting	
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Was the child informed before being held?

<u>Yes</u>		<u>No</u>	
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Action taken by staff during incident PLUS state how in your professional judgement, this incident was resolved/closed?

Section D

FOLLOW UP TO THE INCIDENT

Views of the child:

	Returned calmly to class	
	Understood the consequences	
	Apologised	

De-briefing/Discussion with Participants:

(e.g. What did we do well? What could we have done better? etc.)

Signed By:

Class teacher

Asst. Hd./Head Teacher

Parent/s

Phone call home to parents /carers

Yes		No	
Name of person spoken to			
Time			
Copy of incident report sent home			
Yes		No	

The school will

record all serious behaviour incidents on CPOMS and any restraints using a Serious Incident Report located in the school office.

Covid19 restrictions

Policy applies under covid19 restrictions with the exemption of restraining a child. This will not be carried out during Covid19 instead distraction will be used. If in an emergency – staff must wear PPE to restrain a child for as limited time as possible. This will only be used if a danger to child or all children and no alternative is available. As always parents will be informed.

FORM TUTORS ARE RESPONSIBLE FOR ENSURING GOOD BEHAVIOUR, CHECKING DIARIES, MONITORING ATTENDANCE AND PUNCTUALITY AND IMPOSING SANCTIONS WHEN APPROPRIATE. WRITTEN REFERRALS SHOULD BE MADE TO PASTORAL LEARNING MANAGER WHEN NECESSARY.

FORM TUTORS

CLASSROOM TEACHERS

CLASSROOM TEACHERS ARE RESPONSIBLE FOR KEEPING GOOD ORDER AND PROMOTING ACHIEVEMENT AND IMPOSING SANCTIONS WHEN APPROPRIATE. WRITTEN REFERRALS SHOULD BE MADE TO THE CURRICULUM LEADER WHEN NECESSARY.

CURRICULUM LEADERS ARE RESPONSIBLE FOR MONITORING CLASSROOM BEHAVIOUR AND ACHIEVEMENT AND IMPOSING SANCTIONS WHEN APPROPRIATE. THEY SHOULD COMPLETE A WRITTEN REFERRAL WHEN REFERRING A STUDENT TO THE PASTORAL LEARNING MANAGER.

CURRICULUM LEADERS

PASTORAL LEARNING MANAGERS

PASTORAL LEARNING MANAGERS ARE RESPONSIBLE FOR GENERAL BEHAVIOUR AND ACHIEVEMENT, IMPOSING SANCTIONS WHEN APPROPRIATE AND PARENTAL INVOLVEMENT. THEY SHOULD GIVE A WRITTEN REPORT ON ACTION TAKEN WHEN A STUDENT IS REFERRED BY A CURRICULUM LEADER. THEY WILL PRODUCE A WEEKLY WRITTEN REPORT FOR THE VICE-PRINCIPAL.

THE VICE PRINCIPAL IS RESPONSIBLE OVERSEEING STUDENT BEHAVIOUR AND MANAGING THE REFERRAL SYSTEM, IMPOSING SANCTIONS WHEN APPROPRIATE AND PARENTAL INVOLVEMENT. THE VICE-PRINCIPAL WILL BE RESPONSIBLE FOR MAKING REFERRALS TO THE PRINCIPAL AS APPROPRIATE AND WILL PRODUCE A WRITTEN WEEKLY REPORT FOR THE SLT.

THE VICE PRINCIPAL

THE PRINCIPAL

THE PRINCIPAL WILL DECIDE ON ANY ACTION REQUIRED TO INDIVIDUALS AND/OR GROUPS OF STUDENTS WHO CAUSE SERIOUS OR CONSTANT DISRUPTION. FTE WILL BE REPORTED TERMLY TO GOVERNORS. PERMANENT EXCLUSION WILL NECESSITATE THE INVOLVEMENT OF GOVERNORS AS PER DFE EXCLUSION GUIDANCE.

Appendix 1 CPOMS Recordable Incidents

Reason	
Physical assault against pupil <i>including</i>	
<ul style="list-style-type: none">• Fighting• Violent behaviour	<ul style="list-style-type: none">• Wounding• Obstruction and jostling
Physical assault against an adult <i>including</i>	
<ul style="list-style-type: none">• Violent behaviour• Wounding• Obstruction and jostling	
Verbal abuse/threatening behaviour against a pupil <i>including</i>	
<ul style="list-style-type: none">• Threatening violence• Aggressive behaviour• Swearing• Homophobic abuse and harassment• Verbal intimidation• Carrying an offensive weapon	
Verbal abuse/threatening behaviour against an adult <i>including</i>	
<ul style="list-style-type: none">• Threatening violence• Aggressive behaviour• Swearing• Homophobic abuse and harassment• Verbal intimidation• Carrying an offensive weapon	
Bullying including	
<ul style="list-style-type: none">• Verbal• Physical• Cyber/Online bullying	<ul style="list-style-type: none">• Homophobic bullying• Racist bullying• Peer on Peer bullying
Racist abuse <i>including</i>	
<ul style="list-style-type: none">• Racist taunting and harassment• Derogatory racist statements	

<ul style="list-style-type: none"> • Swearing that can be attributed to racist characteristics • Racist bullying • Racist graffiti
<p>Sexual misconduct <i>including</i></p> <ul style="list-style-type: none"> • Sexual abuse • Sexual assault • Sexual harassment
<p>Drug and alcohol related <i>including</i></p> <ul style="list-style-type: none"> • Possession of illegal drugs • Inappropriate use of prescribed drugs • Drug dealing
<p>Damage <i>including</i></p> <ul style="list-style-type: none"> • To school or personal property belonging to any member of school community • Vandalism • Arson • Graffiti
<p>Theft <i>including</i></p> <ul style="list-style-type: none"> • Stealing school property • Stealing personal property (pupil or adult) • Stealing from local shops on a school outing • Selling and dealing in stolen property
<p>Persistent disruptive behaviour <i>including</i></p> <ul style="list-style-type: none"> • Challenging behaviour • Disobedience/defiance • Persistent violation of school rules • Repeated truancy
<p>Other - this category should be used sparingly</p> <ul style="list-style-type: none"> • Serious incidents which are not covered by the categories above

Updated Exclusion Codes:

- Please note that as of September 1st2020 the DFE have made some changes to the pupil attendance and exclusions regulations in response to COVID-19. Schools should report using the new codes immediately.
- There have been 5 new exclusion categories introduced to describe reasons for exclusion.
- These are as follows:
 - (PH) – to capture the ‘wilful and repeated transgression of protective measures to protect public health’.
 - (MT) to capture the inappropriate use of social media or technology
 - (DS) to capture abuse relating to a disability
 - (LG) – to capture abuse against sexual orientation or gender identity
 - (OW) – to capture the use or threat of use of an offensive weapon or prohibited item
- In addition to the new codes the previous code of (OT) – to capture “other” reasons has now been removed and should not be used.
- All other previous codes remain unchanged.
- Please note, where previously, only one reason per exclusion was recorded (no matter how many a school listed on their return), now, up to 3 reasons can be recorded for each exclusion (where applicable). There is no requirement to order the reasons, which will be presented as unweighted counts in statistical outputs.

RANGE OF SANCTIONS AND INTERVENTIONS (NOT AN EXHAUSTIVE LIST)

- Intervention by Senior member of staff
- Meeting with Parents
- Detention/Internal exclusion
- Monitoring reports
- Fixed term exclusion
- Permanent exclusion (following formal investigation)
- Police involvement

Appendix 2 – Record of Incident

Record of Incident

Type of Incident	
Who was involved	Reported by:
	Incident with:
Date	
Time of reported incident	

Record of Incident

Incident details:

<u>Action taken:</u>	<u>Y/N</u>
Statements from all involved	
Contact with LH	
Parental contact	
Reprimand enforced (free time removed/apology note/ Emmaus/P4L)	

Details of Actions to move forward:

Role/Signed: _____ Date _____

Appendix 3 - Statement

Statement

Type of Incident	
Who was involved	Reported by:
	Incident with:
Date	
Time of reported incident	

Statement of Incident

Signed: _____ Date _____