

# St. John Vianney Catholic Primary School



## Student Behaviour and Discipline Policy

**Document Management:**

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|-----------------------|---------------------------|
| Date Policy Approved: | September 2022            |
| Date reviewed:        |                           |
| Next Review Date:     | September 2025            |
| Version:              | 2                         |
| Approving Body:       | Local Governing Committee |

## Statement of intent

The school believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life including our own personal behaviours.

**“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)

## Our Values:

- **BEING** just and compassionate
- **DEVELOPING** confidence and resilience in our students
- **SHOWING** respect for every person
- **CREATING** a community where we accept responsibility for ourselves and for others
- **BEING** honest and developing a culture of self-belief and value

Staff should demonstrate their own adherence to our underlying values 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

The school is committed to:

- Children having 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 the Recognising and Rewarding Good Behaviour section.
- Challenging and disciplining misbehaviour.
- 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.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health, the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

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

### **Legal Framework and Guidance:**

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

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2013) Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'
- DfE (2022) 'Suspension & Permanent Exclusion Guidance'

### **Associated Policies and/or reference documents**

- Safeguarding and Child Protection Policy
- Anti-Harassment and Bullying Policy
- SEND Policy
- Uniform Policy
- Acceptable Use Policy
- On-line Safety Policy
- Physical Intervention Policy
- Emotional Health & Well-being Policy
- Home School Agreement

### **Roles and responsibilities**

The Local Governing Committee is responsible for:

- Approving and monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.
- Promoting a whole-school culture of good behaviour
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- Ensuring this policy is published on the school website.

The Headteacher is responsible for:

- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- Communicating this policy to staff, parents and pupils at regular intervals.
- Ensuring that staff have adequate training including at induction.
- Reporting to the Local Governing Committee on the implementation of this policy, including its effectiveness.

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Communicating the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Modelling positive behaviour and positive relationships, demonstrating good habits.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents.
- Keeping the relevant staff including the Headteacher, SENCO and Pastoral Support Lead up-to-date with any changes in behaviour.
- As authorised by the Headteacher, sanctioning pupils who display poor levels of behaviour.
- The Pastoral Team will support staff, monitor behaviour and liaise with parents.
- The Senior Leadership Team will support staff in responding to behaviour incidents.

Pupils are responsible for:

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

Parents are expected to:

- Support their child in adhering to the student conduct and behaviour expectations.
- 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.
- Support staff to ensure a consistent approach.

### **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 humiliates, intimidates, frightens or demeans the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items (including but not limited to) knives, fireworks, firecrackers)
- Truancy and running away from school
- Defiance e.g. refusing to comply with instructions and/or disciplinary sanctions
- Theft and vandalism
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Persistently poor and/or disruptive /disobedient 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, trainers etc – see uniform policy)

### **Sexual abuse and discrimination**

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Safeguarding Children / Child Protection Policy.

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.

## **Student conduct and behaviour expectations**

The school has an established a set of clear, comprehensive and enforceable rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The Headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

At St. John Vianney Primary School, two principles govern the conduct of all:

**The freedom to be and to feel safe**  
**The freedom to learn**

These principles underpin our code of discipline which develops as children grow:

St. John Vianney Catholic Primary School

## **Making the right choice**

- Code of Discipline -

### **Safety**

We expect our youngest children to . . .

- Keep hands and feet to them self
- Walk inside
- Use classroom equipment safely
- If hurt seek an adult's support
- Tidy-up when finished

In addition, we expect our children from 5 years-of-age to . . .

- Understand routines of school, eg. Bells,
- Ask permission before leaving supervised areas
- At playtime speak only to children and adults in our setting
- At home time, if no body is there to collect them come back and stay with an adult
- Respect others, their belongings and their personal space

In addition, we expect our children from 8 years-of-age to . . .

- Move around quietly and calmly
- Show consideration for others in class or in corridors



- Be aware of the appropriate use of equipment - scissors, compasses, craft knives, screw drivers etc - and use the equipment properly and when required.
- Be role models for younger children, pointing-out, guiding and modelling appropriate behaviour in situations, such as knowing not to stay-in alone; knowing not to come in before the bell; knowing not to open doors to let in visitors, but going to find an adult to let them in.
- Be responsible for medicines, left with the admin officer, and those in class needed for immediate application, such as asthma relieving inhalers. . .

## Learning

We expect our youngest children to . . .

- Share and take turns
- Stop and respond when an adult says their name
- Listen carefully
- Use appropriate voice to communicate with adults and peers
- Allow peers to make their own choices and be independent

In addition, we expect our children from 5 years-of-age to . . .

- Enjoy a book daily
- Show they are ready to learn
- Listen to each other and respond with appropriate voice
- Make an active contribution
- Concentrate on their learning

In addition, we expect our children from 8 years-of-age to . . .

- Be ready to learn, accessing appropriate equipment independently, such as PE kit, reading book, compass, scissors, sharpened pencil, and at appropriate times.
- Actively listen and respond appropriately, such as raising hands . . .
- Engage in home-learning, including home-reading, to achieve personal targets.
- Make mistakes and learn from correction, accepting constructive criticism
- Show tolerance of the learning needs of others and be willing to help them

## Dress

We expect our youngest children to . . .

- Wear uniform or other suitable clothing, all of which is labelled with their name
- Style hair moderately, with long hair tied-back
- Leave toys at home
- Bring PE kit/change of clothes each week
- Leave jewellery, including ear-rings, at home (a wrist watch may be worn)

In addition, we expect our children from 5 years-of-age to . . .

- Wear school uniform, labelled with name
- Wear separate safe shoes/slippers indoors
- Keep PE kit in school
- Leave jewellery at home (a wrist-watch may be worn)
- Tie-back long hair

In addition, we expect our children from 8 years-of-age to . . .

- Wear school uniform, whenever representing school
- Dress modestly
- Keep appearance tidy with long hair tied-back and no extreme hairstyles
- Not wear make-up
- Wear appropriate footwear, avoiding high heels, strapless sandals, unsafe slippers

## Social

We expect our youngest children to . . .

- Respect each other and be gentle
- Always tell the truth
- Learn to flush the chain and wash their hands, after visiting the toilet
- Use please/thank you and begin to use 'excuse me'
- Celebrate each other's achievements

In addition, we expect our children from 5 years-of-age to . . .

- Be considerate of the feelings of others
- Value the contributions of others
- Speak appropriately to all
- Be independent
- Accept feedback

In addition, we expect our children from 8 years-of-age to . . .

- Be models of politeness, opening doors, using courtesy titles, using appropriate body language
- Enjoy humour respectfully
- Be selfless, respecting others by putting others first
- Reflected upon, and understand the implications of their actions
- Support the common good and do no harm

Be Christ to others in all we do and think and say

### **Behaviour out of school premises**

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.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

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

Mobile phones must ***not*** be used inside the building and most especially in the early years. If children, beginning to walk to and from school alone require a phone to inform parent/carers of their safe arrival at school or that they have begun walking home, this should be kept safe by their class teacher from arrival to departure. Otherwise, for any child seen with a phone, 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 Use of Photographic and Video Images of Children Policy photography or filming will only take place with the permission of the Headteacher and under the supervision of a member of staff.

#### **Disciplinary action against students 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 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 Safeguarding/Child Protection Policy.

In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher 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**

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

### **'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, with:
  - a word of praise;

- a 'stamp' on chart or card;
- 'congratulations' and good news postcards home;
- personalised letters to parents;
- certificates which recognise positive contributions to the school community;
- celebrations in collective worship, involving parents;

These are part of behaviour strategies used across school:

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## Effective behaviour management strategies

Do not let the behaviour of others affect your behaviour

### Relationship with children

It is only possible to affect the behaviour of children with whom you have a connection. It takes time to build this relationship of mutual respect. Young children regard any adult as an authority figure and if they have positive experience of such they will respond positively. Whereas with older children this respect needs to be earned by:

- being reasonable - explaining why and not simply what behaviours are appropriate;
- dealing fairly - demonstrating in action that the same rules apply to all;
- always being consistent - demonstrating that the rules do not depend on mood, attitude or the personalities involved.

Obviously, this relationship takes time and while each adult needs to build it anew with each child, the shared ethos provides a solid foundation.

### Positive reinforcement

Having shared success criteria or given an instruction, continue to revisit, using the same wording, the behaviour by pointing out to children good models, so that the good behaviour is the focus of attention not the bad i.e. tell children what they are doing right. (eg having instructed the class to walk to the hall, make comments such as, 'Geoffrey, thank you for walking')

### Praise

Praise is highly valued if earned and valid; its blanket use devalues both sentiment and worth. Praise is differentiated: for children behaving well it recognises meritorious effort while for others it may be small steps that deserve mention. Praise can take many forms, from the discreet thumbs up to the public award for completion of a target book during collective worship.

### Modelling

Adults show examples, both good and ill, in the way they treat and behave towards each other. Children then try to 'copy' this behaviour and when positive they can learn through the experience to behave appropriately in a variety of social situations without explicit instruction.

### Role play

By encouraging children to take on roles, both positive and negative in social situations, children can begin to feel empathy with people in similar 'real' circumstances. This can be a powerful means of demonstrating to children the unexpected consequences of negative behaviour and considering issues of fairness and justice.

### Sharing expectations

The explicit sharing of success criteria for behaviour particularly at the being of activities not only focuses children on maintaining good practise but also helps children

gain an appreciation of social norms in a variety of contexts and settings. (eg behaviours that are successful in the dining hall can be generalised to be used in restaurants, cafes . . .)

#### Consistent

Adults need to be consistent in how they conduct themselves, how they manage the classroom or other settings, how they treat and are seen to treat everyone alike, how they administer both reward and sanction, so that all children know where they stand.

#### Fair

Equity is at the heart of the British legal system. Children need to experience fairness to gain an appreciation of justice. While many children claim something to be unfair simply because they don't like it, if they are to learn to be fair minded we need to make explicit the justice of the decision. (eg explaining why shouting out is unfair: 'By shouting out, you are not allowing others to have the freedom to think and learn . . .')

#### Talk about behaviour not child

We honour all children because they are made in the image of God. It is therefore important that every child is made to feel worthy; they are valued as a person. It is good behaviour that is being taught and thus pointing out mistakes, as with any other aspect of learning, is useful and helps children to move forward in their learning as they practice new and challenging skills.

#### Meaning what you say

Never threaten children with a sanction. Ensure that sanctions are seen as inevitable and consistent (children should know that a sanction, when mentioned, will be used). Always explain that children have choices and that a sanction is the consequence of a wrong choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

#### Social learning and target cards

Recognise and reward positive behaviour and progress in social learning. (See Social Targets protocol, Annex 3)

#### Agreeing shared modes of behaviour

A small number of positive statements - 'rules' - especially when agreed together, can be a powerful means of fostering communal responsibility for behaviour, while encouraging individuals to take ownership of their own behaviour. Such statements may include: Listening attentively when someone is speaking; walking inside; using voices appropriate; being kind to each other. . .

#### Expected behaviour is appropriate to task

Establish explicit reasonable expectations, explaining to children the reason why limits are set. Do not expect the impossible, but do have high expectations. Thus, if children are working in groups don't expect silence, but explain the need to use 'table top', 'indoor' or 'six inch' voices, so that the members of each group will be able to hear each other without having to shout.

#### Routines

Routines are the everyday practices that, when taught, enable children to know what is expected of them in situations in which they find themselves around the setting. For example: health & hygiene routines preparing for 'snack-time'; registration; listening; storytime; tidying-up; walking inside; collective worship . . .

#### 'Catching' children making good choices

It is always encouraging to 'notice' children who have made good choices, maybe just with a word, that acknowledges the difficulty or goodness of such behaviour.

## Model to others

When practising a behaviour, such as walking along a corridor, children can be asked to demonstrate their 'best', while assuring them that 'we are practising', helps children to recognise good behaviour, especially in new situations and can lead to self review - How well did we do? Do we need to practise that again? - without needing to even mention discipline.

## Sanctions and interventions

### 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.

**Sanctions** 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 guilty
- 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:

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## Effective use of sanctions

Save your emotional response to behaviour for when things are going well. Let your pupils see your enthusiasm for learning, love of teaching and delight in their success. Show them the passion of your positive response. When you must intervene about challenging behaviour, things need to be different. If your pupils choose to behave inappropriately, give them what they really don't like, an almost mechanical response. Remove their fear or excitement from seeing an adult start to react, or the adrenalin from watching them explode. Land your sanctions softly and you can protect what is most important: your relationship with the pupil and your own emotional wellbeing.

**Get in and out with your dignity intact**

Know what you are going to say beyond your opening line. For particularly challenging pupils or difficult situations, have a script/ritual prepared so you know exactly where the interaction is leading.

**Disconnect behaviour and identity**

Confront the behaviour and not the pupil. 'Your behaviour is inappropriate, I know that you can get control of it and complete this task.'

**Separate their behaviour from your emotional state**

Reinforce the rational connection. 'If you choose to break our rule about shouting-out you leave me no choice but to . . .'

**Parent on the shoulder**

When things get tough, temper your language and approach. Imagine that the pupil's parent is standing just behind you.

**Use physical language that models physical respect**

With your verbal and tonal language in check, it is the stray pointy finger or intrusion of personal space that can unravel your performance at the wrong moment. Remember that some children will try to avoid eye contact (embarrassed or ashamed)

**Shift behaviours to the past tense as soon as possible**

'You have had a problem with . . .', 'I saw you choose to cut Sarah's hair without invitation.'

**Assume appropriate behaviour to challenge limiting self-belief**

'I know you can . . .', 'I am sure you will . . .', 'You strike me as the kind of person who . . .'

**Script responses for pupils who try to divert or escalate**

State the behaviour, state the sanction, reinforce previous appropriate behaviour, thank the pupil for listening, walk away and allow time for them to decide about their next move.

| Pupil might say . . .              | Responses that may help . . .   |
|------------------------------------|---|
| It wasn't me                       | I hear what you're saying . . .   |
| But they were doing the same thing | I understand . . .  |
| I was only . . .                   | Maybe you were, and yet . . .   |
| You are not being fair             | Yes, I may appear unfair, however we are discussing . . .   |
| It's boring                        | Yes, you may think it boring and yet . . .  |
| You are annoying                   | There may be some truth in that, what I need to speak to you about is . . .   |
| Conversation becoming unproductive | I am stopping this conversation now. I'm going to walk away and give you a chance to think about the choices that you made. I know that when I come back we can have a polite, productive conversation. |



### **Relentless follow-up**

For pupils who choose not to comply with sanctions or who try to escalate the situation with secondary behaviours. Don't be tempted to chase the secondary behaviours at that moment, deal with them later. Reinforce the behaviour you want and quell the first signs of confrontation by immediately using a previous example of the pupil's good behaviour.

### **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. The school is therefore able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions. Consideration will need to be given:

- Whether the detention is likely to put the pupil at increased risk.
- Whether the pupil has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether the parents ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the pupil is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.
- **Catch-up sessions break and/or lunchtime**
- **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 guidance [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement July 2022](#)

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.

### **Preventative measures to school exclusion**

## **Off-site direction**

An off-site direction is when the school requires a pupil to attend another education setting to improve their behaviour where previous interventions or targeted support have not been successful in improving a pupil's behaviour. An off-site direction should be used to arrange time-limited placements at an Alternative Provision (AP) or another mainstream school. During the off-site direction to another school, pupils must be dual registered.

Depending on the individual needs and circumstances of the pupil, off-site direction into AP can be full-time or a combination of part-time support in AP and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is in a mainstream school) upon review of the time-limited placement. The school will have regard to the following guidance when making an off-site direction: [Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies](#).

## **Managed moves**

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in 35 to 46) should be used. Managed moves should only occur when it is in the pupil's best interests.

Where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If the school is contemplating a managed move, we will contact the authority prior to the managed move. If the local authority, both schools and parents are in agreement that there should be a managed move, the local authority will follow the statutory procedures for amending a plan.

Managed moves will only be offered as part of a planned intervention where appropriate initial intervention had been carried out, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move.

The managed move will be preceded by information sharing between with the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school to ensure that the pupil is provided with an effective integration strategy.

## **Reintegration**

The school will ensure that pupils are appropriately reintegrated following their removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension. This may involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies. The school will consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

## **Searching, Screening and Confiscation**

The School reserves its right to confiscate, retain or dispose of a student's property i.e. an item which poses a threat to others/an item which poses a threat to good order for

learning/an item against the College's uniform rules/an item which poses a health or safety threat/illegal items. It also has the power to search without consent for where it has reasonable grounds for suspecting that the student may have a prohibited item items including (not an exhaustive list):

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, caused personal injury or damage to property
- Any item banned by college rules such as chewing gum, aerosol sprays, e-cigarettes, energy drinks.
- Mobile phone or electronic device
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

Any search of a student will comply with DfE advice: [Searching, Screening and Confiscation guidance July 2022](#). This advice provides advice on the use of strip searches on school premises by the police.

Records of confiscated items and searches for a prohibited item will be kept. All confiscated 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. Records of searches will include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and,
- what follow-up action was taken as a consequence of the search

### **Interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial Interventions to help get a student back on track include but are not limited to the following:

- Restorative approaches
- Named member of staff as point of contact
- Graduated responses (e.g. reduced/personalised timetable)
- Personalised support programmes (e.g. anger management/self-esteem/resilience)
- One to one mentoring and coaching sessions (e.g. with well-being co-ordinator)
- Engaging with parents
- Short-term behaviour report cards
- Long-term behaviour plans

Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

### **Removal from the classroom**

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff. The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom for any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Headteacher will request that the pupil's class teachers set them appropriate work to complete.

The Headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

### **Recording**

Incidents of a serious nature should be recorded in CPOMS with details of the incident and any actions taken or interventions put in place. Details of impact should be attached as/when appropriate – see **Appendix 1**.

### **Effective Classroom Management**

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Beyond the usual use of rewards and sanctions, within the learning environment, it is sometimes necessary to invoke formal behaviour protocols. We use these protocols to encourage children to reflect upon their own behaviour critically. As children grow older they are encouraged to complete think-sheets and eventually the process of critical reflection becomes second nature as children predict consequences and avoid negative outcomes. In using these protocols practitioners also need to reflect upon the behaviours they are observing, the concerns that result and the success or otherwise of interventions within the protocols.

Behaviour management is a regular feature of teacher training especially for new, inexperienced or struggling staff.

### **Classroom Environment**

A calm orderly environment is essential if children are to learn most effectively. It is our responsibility to provide that environment in order that children and practitioners can make the most use of learning time. Therefore, we spend time setting the ground rules, and asserting our code of discipline that helps children to best avail themselves of the opportunities presented through the curriculum and extended activities.

We recognise that within a climate of inclusion there are children who need a personalised approach to their specific behavioural needs. In some cases this may mean that our usual behavioural procedures are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be employed.

Especially for children with behavioural, emotional and social difficulties, we recognise the importance of an integrated multi-agency approach to behaviour management.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

### **Behaviour curriculum**

We recognise that the gift of freedom given by God to all, brings with it arduous choices and grave responsibilities. Children must learn for themselves how the choices they make have consequences both good and ill. This social learning needs: time (not essentially as discrete lessons, rather taking the time when needed); tolerance (expecting many mistakes but always practising); explicit direction (a dialogical approach to the experience of learners); restorative justice (an opportunity to make amends). And given time this brings about a growing realisation of the responsibility they have for all of their thoughts, words and actions. The acceptance of this responsibility is seen in mature and self-disciplined individuals.

We provide children with a framework of good behaviour in which they have space to learn self-discipline by making mistakes in a safe and supportive environment. By encouraging children to reflect upon these mistakes we guide them to change their own behaviour for the better and offer space to put things right. For some this critical reflection is both new and challenging, but it is central to their moral formation and conscience. Although this can be a long and sometimes difficult process, we all persevere because the rewards are reaped in a caring, considerate and civil society.

Good behaviour must be learnt and it is best experienced through the positive modelling of all adults encountered by the child. In St. John Vianney Catholic Primary School there are three ways that children can experience Good behaviour:

- Children for whom behaviour is another thing to learn – social learning. They know that life is good and that they can enjoy life best when they are at peace with themselves and their world. Maintaining this peace is the goal, but as with all learning they make mistakes. By having these mistakes pointed out to them and reflecting on them they can improve their own behaviour.
- Children for whom good behaviour is more of a challenge; they recognise that the consequences of good behaviour allow them to live their lives without interference whereas the consequences of negative behaviour mean that their freedom can be curtailed. By clarifying the consequences of negative behaviour and sharing explicit

sanctions, especially involving restorative justice, these children learn to anticipate the impact that their behaviour has on both themselves and their society.

- Children who find it difficult to discriminate between good and bad behaviours; they may recognise that behaviours have consequences but do not comprehend what characterises appropriate behaviour. Many of these children seem to display attention seeking behaviour; apparently satisfied with recognition whether gained for a positive or negative behaviour. By sharing explicit consequences for both positive and negative behaviour using rewards and sanctions, these children can recognise that good behaviour affords them greater freedoms.

### **Punctuality**

Students who are regularly arrive late for registration should be monitored. If a student continues to arrive late he/she should be referred to Glennis Adamson who should request a telephone call home/ referral to Early Help/ letter home to parents - see also Attendance Policy.

### **Dress code**

Students must be challenged by all members of staff if they fail to comply with uniform regulations (including length of skirts/make-up/appropriate footwear/jewellery) and sanctions imposed on repeated offenders – see also Uniform Policy

### **Homework**

Homework is compulsory; failure to hand in work on time without a reasonable explanation must result in a sanction being imposed. Failure to adhere to this sanction must result in a referral to the Early Years or Upper Years Lead, as appropriate.

### **Staff Training, Induction and Support**

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.

### **Preventative measures for pupils with SEND**

All children, will experience the effects of behaviour, their own and others, both good and ill. With this experience they will recognise that all behaviour is a choice and these choices bring consequences. At St. John Vianney Catholic Primary School good choices are reinforced by rewards, be they explicit or self-contained and wrong choices result in sanctions. This experiential social learning does not happen in a vacuum, but through the care, guidance and support of parents working in partnership with many other adults and practitioners. For a very small number of children, including for some identified as having a Special educational need or disability, it is sometimes beneficial to suspend the rewards and sanctions system, replacing it with an individual behaviour plan, that helps the child improve their behaviour using small steps, which might include but are not limited to:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

### **De-escalation strategies**

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

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

### **Use of reasonable force**

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 and the Physical Interventions Policy. 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:



- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

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

Physical restraint cannot be used:

- as a punishment – it is always unlawful to use force as a punishment.
- to enforce the school's own rules.
- to search for prohibited items, such as weapons and knives, drugs etc unless there is good reason to assume the pupil is carrying such items.
- to prevent a pupil from leaving the classroom if they are not at risk by doing so.

### **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 **Appendix 2 and 3**.

### **Managing Behaviour**

Beyond the usual use of rewards and sanctions, within the learning environment, it is sometimes necessary to invoke formal behaviour protocols. We use these protocols to encourage children to reflect upon their own behaviour critically. As children grow older they are encouraged to complete think-sheets and eventually the process of critical reflection becomes second nature as children predict consequences and avoid negative outcomes. In using these protocols practitioners also need to reflect upon the behaviours they are

observing, the concerns that result and the success or otherwise of interventions within the protocols.

Outside of the usual pattern of behaviour management are serious incidents which require immediate referral for action. These include: aggression (Annex 8), bullying (Annex 9) and racial abuse. All of these formal protocols will require the parents and setting to work closely together to resolve the behaviour concerns. (Annex 11) Ultimately, their resolution may require the drafting of a good behaviour plan (Annex 12) to help focus the child, parents and practitioners on small achievable targets that build self-reliance and good discipline.

Schools have a statutory power to discipline pupils for breaches of rules, failure to follow instructions or other unacceptable conduct. All teachers and other staff in charge of pupils have the power to discipline. The head teacher has extended the power to discipline to adult volunteers while on educational visits. The head teacher has limited the power to apply particular sanctions to certain staff.

The power to discipline is extended to categories of staff as detailed below:

| Category of staff  | Maximum permitted sanction                    |
|--|---|
| Childcare and learning support practitioners [including adult volunteers, while on educational visits] | Ordinary sanctions                            |
| Class teachers/Room or childcare leaders/Managers  | Severe sanctions; Confiscation                |
| LDDco (where a child with SEND is involved)  | Appropriate to plan, risk assessment and need |
| Team leaders   | Detention during the school day               |
| Deputy Head Teacher  | Detention outside the school day              |
| Head Teacher   | Exclusion                                     |

#### **Staff authorised to control or restrain**

The head teacher authorises all childcare practitioners, room and childcare leaders and managers to use physical intervention with children under 5 years –of-age, in circumstances when they are upset to comfort them, or to remove them from situations that may be harmful to themselves or others.

The head teacher authorises class teachers to use reasonable force to control or restrain children:

- where there is imminent risk of injury;
- where there is developing risk of injury or significant damage to property;
- where the behaviour is compromising good order and discipline.

The head teacher authorises named members of staff, who are suitably trained to physically intervene, with named children over 5 years-of-age, following the Use of physical intervention with pupils' protocol.

#### **Monitoring/Report Forms (Annex 4)**

The head teacher retains think-sheets and related records, including behaviour reviews with parents and copies of behaviour plans if utilised, for all serious misdemeanours and behaviour referred to this level of intervention. The anonymised data is used in reports to the *governing body* and *BHCET*, as required. These records are confidentially destroyed at the end of each academic year, for all resolved cases and otherwise at the end of the academic year following its resolution.

Team leaders retain think sheets and related records, including behaviour notification telephone records and reviews with parents and copies of behaviour plans if utilised. These records are confidentially destroyed at the end of the academic year, following the resolution of the case, or the records are given to the head teacher if the case requires further intervention.

Class teachers retain all think sheets and related records, including behaviour notification telephone records and any subsequent meetings with parents. These records are confidentially destroyed at the end of the academic year, or the records are given to the team leader if the case requires further intervention.

## **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.

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.

## **Pupil Support Unit & Internal Exclusion**

A pupil support unit is a planned intervention occurring in small groups and in place of mainstream lessons. The purpose of this unit can be two-fold:

- as a planned intervention for behavioural or pastoral reasons
- as a final preventative measure to support pupils at risk of exclusion.

In both circumstances, the underlying ambition should be to improve behaviour and maintain learning with the goal to successfully reintegrate pupils into mainstream lessons. The approach in the unit should be aligned to the culture of the whole school and compatible with the school's Behaviour Policy.

Internal exclusion and the use of pupil support units where provided 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 suspension
- Time to reflect and move forward

Internal exclusion should not become a:

- Provision for long-term respite care

- dumping ground for pupils who may need specific support
- 'Badge of honour' for children and young people (i.e. they can gain inappropriate approval from their peers)
- Fast track to permanent exclusion

Data on the use and referral to Pupil Support Units is routinely collected.

### **Referrals**

Referral to the provision within Hartlepool is through Springwell Special School, for primary aged pupils in the first instance

### **Data collection and behaviour evaluation**

The school will collect data from the following sources:

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

The data will be monitored and objectively analysed termly by the Headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

### **Monitoring & Review**

This policy will be reviewed at least every 3 years. Regular reports on behaviour will be submitted within the Headteacher report to the Local Governing Committee and where necessary the policy will be reviewed at more frequent intervals.

## Appendix 1 CPOMS Recordable Incidents

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

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

### **Updated Exclusion Codes:**

- Please note that as of September 1<sup>st</sup>2020 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





**Statement**

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

**Statement of Incident**

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

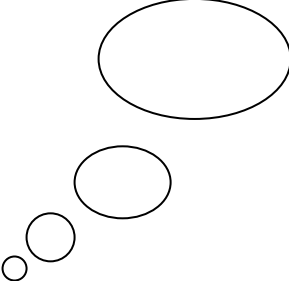
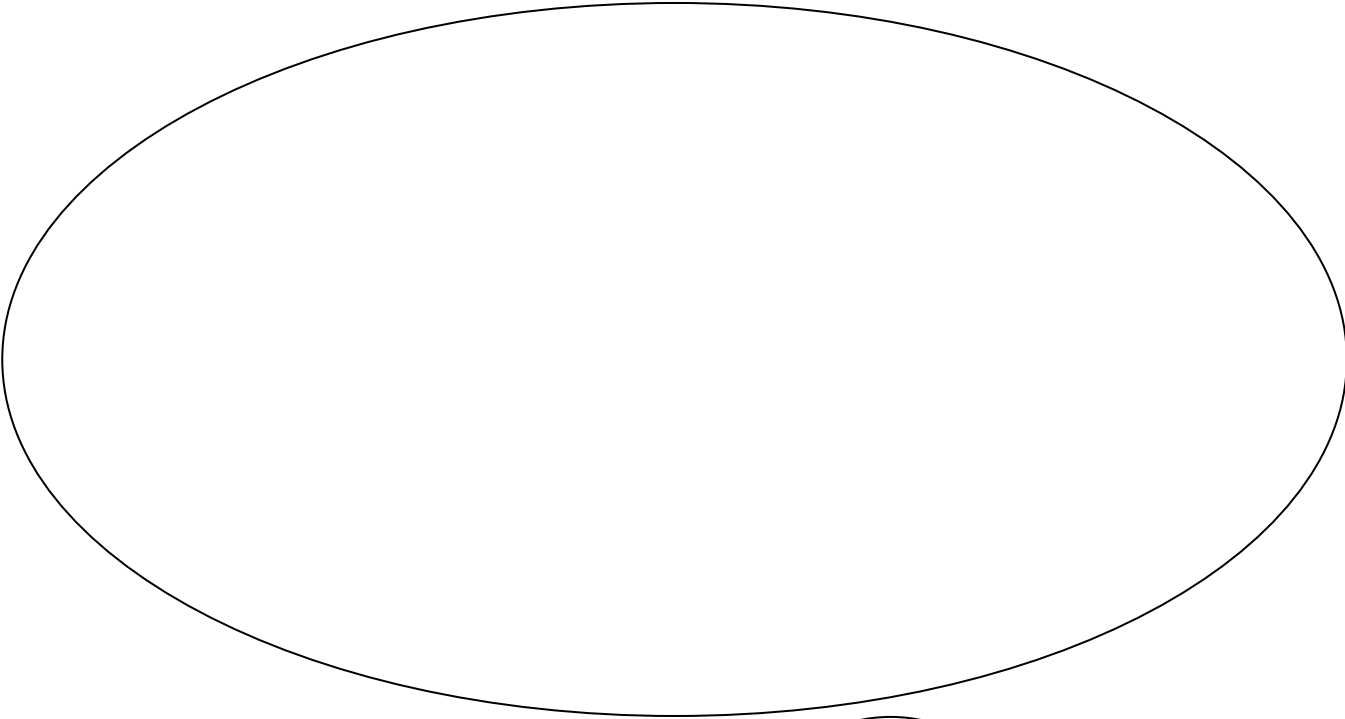
Name:

Date: / /

Teacher:

St. John Vianney Catholic Primary School

# Think Sheet



**What will you do next time?**

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Name:

Date: / /

Teacher:

St. John Vianney Catholic Primary School

# Think Sheet

## The unacceptable behaviour was:

Shouting out

Unsuitable language

Not being on-task

Not finishing work

Throwing things at others

Shouting at others

Muttering under breath

Inappropriate response to an adult

Not responding to teacher

|                   |                 |                     |
|-------------------|-----------------|---------------------|
| <b>Aggression</b> | <b>Bullying</b> | <b>Racial Abuse</b> |
|-------------------|-----------------|---------------------|

### Explain what happened and what you chose to do

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### Explain why you think this happened

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**What are the possible consequences if no-one intervened?**

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**Explain what you have learned**

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**How will you put this right?**

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## Behaviour Concern Report

| Name:   |          | Date of Birth: | Page:  |
|---|----------|----------------|--------|
| SAFEGUARDING: EH Child in Need Child in Need of Protection Looked After Child |          |                |        |
| SEND: Concern EY/School Action Assessment EHCP                                |          |                |        |
| Date/<br>time   | Incident | Action taken   | Signed |
|   |          |                |        |

St. John Vianney Catholic Primary School  
Behaviour: Home/Setting Contact Record

| Name: |                    | Date of Birth: |
|-------|--------------------|----------------|
| Date  | Behaviour observed | Comments       |
|       |                    |                |

## Good Behaviour Plan

|  |                         |                                   |                          |                                |
|--|-------------------------|-----------------------------------|--------------------------|--------------------------------|
| <b>Name:</b>                           |                         | <b>Date of Birth:</b>             |                          | <b>Date:</b>                   |
| <b>Objectives</b>                      | <b>Success criteria</b> | <b>Support at school</b>          | <b>Support from home</b> | <b>Evidence used in review</b> |
|  |                         |                                   |                          |                                |
| Reward for maintaining good behaviour: |                         |                                   |                          |                                |
|  |                         |                                   |                          |                                |
| <b>Child</b>                           | <b>Parents</b>          | <b>Class teacher/Practitioner</b> | <b>Head teacher</b>      | <b>Review date</b>             |
|  |                         |                                   |                          |                                |