



**Bishop
Hogarth**

Catholic Education Trust



St Teresa's Catholic Primary School

Behaviour and Discipline Policy

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Be Ready

Be Safe

Be

Respectful



Statement of intent

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority.”

Paul Dix

At the beginning of each term staff will remind children of St Teresa’s rules:

- Be ready
- Be respectful
- Be safe

Aims and Ethos

St Teresa’s 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 Children
- keep children safe - see Safeguarding Policy

St Teresa's is committed to:

- Children having a right to attend school in safety and to learn without disruption.
- Teachers having 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 St Teresa's, it is expected that all staff and children are courteous and respectful at all times.
- Discipline should be constructive in nature and staff attitudes must be consistent.
- A clear and consistent code of conduct is necessary for all students.
- Involving the support of parents for the maintenance of good behaviour.
- Supporting the needs of children with behavioural issues through the pastoral system
- St Teresa's acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of Children 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.

St Teresa's 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, St Teresa's aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and Children are taught to be resilient.

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

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 Complaints Policy.
- Ensuring this policy is published on St Teresa's website.

The Headteacher is responsible for:

- Ensuring that St Teresa's 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 children's conduct and behaviour, and implementing measures to achieve this.
- Determining St Teresa's rules and any sanctions for breaking the rules.
- Communicating this policy to staff, parents and children 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.

The Headteacher will

- Meet and greet learners at the beginning of the day
- Be a visible presence to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in a reparation meeting and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of positive postcards and positive phone calls or emails

The Senior Leadership Team and Parent Support Advisor will

- Meet and greet learners at the beginning of the day
- Be a visible presence across St Teresa's and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who need more support to manage their behaviour

Staff are responsible for:

- Implementing the behaviour policy consistently.

- Communicating St Teresa's expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with children.
- 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 children.
- Recording behaviour incidents.
- Keeping the relevant staff including the Headteacher, SENCO and PSA up-to-date with any changes in behaviour.
- As authorised by the Headteacher, sanctioning children who display poor levels of behaviour.
- The PSA will support staff, monitor behaviour and liaise with parents.
- The Senior Leadership Team will support staff in responding to behaviour incidents.

All staff every day will:

- Meet and greet children at the classroom door
- Refer to Ready, Respectful and Safe- the behaviours they expect to see
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Be calm when going through the steps look to prevent before sanctions imposed
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are behaving inappropriately

Children 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.

They will do this by

- Complying with all school rules and expectations
- Conduct themselves around St Teresa's in a safe, sensible and respectful manner
- Entering rooms quietly
- Treating others, their work and equipment with respect
- Following teachers' instructions
- Refrain from being argumentative or defiant
- Only leave a lesson with the teacher's permission
- Produce their very best classwork and homework
- Have respect for St Teresa's environment.

Parents are expected to:

- Support their child in adhering to the student conduct and behaviour expectations.
- Inform St Teresa's 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
- Encourage independence and self-discipline, to show an interest in all that their child does in school and to offer a framework for social education
- Foster good relationships with St Teresa's and support the school in the implementation of this policy
- Make children aware of appropriate behaviour in all situations and to be aware of St Teresa's rules and expectations

Getting the Basics Right

Visible Consistency makes everyone feel safe.

These simple consistencies are key to the success of the policy and need to be adhered to by all staff.

- Before school - No ball games on the playground.
- Welcoming children - At the start of the day, children should be welcomed into school and into the classroom.
- This includes the SLT being visible on the path and staff standing at entrance doors.
- Playtimes/ end of lunchtimes – Teachers need to walk the children onto the playgrounds and need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into school
- Assemblies - Children need to come into Assembly in silence. It is the Class teacher's responsibility to ensure this. Children should remain silent throughout Assembly as appropriate.
- In the corridors - Children are expected to walk quietly in the corridors
- In the playground - Children should not climb on furniture / play equipment or go onto grass when out of bounds.
- At lunchtimes - Children should not climb on furniture / play equipment or go onto grass when out of bounds. Sports leaders support activities during the lunchtime session.
- Dining room Children should be walked to hall by staff member on duty and should be safe and quiet. When entering the hall, they should do so quietly and remain quiet throughout the time in the hall. (children are not expected to be silent but use appropriate voices and behaviour).
- After School - No unsupervised games. Children who are not with parents and are walking home should do so immediately.

Effective Classroom Management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. St Teresa's understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all children.
- 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 children stimulated.

Classroom Environment

St Teresa's understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to Children and ensure they have full view of the room at all times.

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 children's faces, that children 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.

Play time and lunch time including wet play times.

Lunchtime and break time rules (see appendices) must be referred to during these times. At the end of break and lunch time the staff will ring a bell, the children are to stand still and then upon the second bell walk to their class lines.

At play and lunchtimes we aim to provide a range of activities to engage children in positive play with their peers. This includes the play equipment boxes, playground areas, and structured games which are led by sports leaders, with the focus on co-operative play, good communication and teamwork.

Behaviour out of school premises

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
- Positive behaviour which does not threaten the health, safety or welfare of our children, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over children in order to protect the reputation of St Teresa's.

Under the Education and Inspections Act (2006), St Teresa's has the right to exercise discipline beyond St Teresa's premises.

This includes misbehaviour:

- on activities arranged by St Teresa's such as educational and sporting events
- on the way to and from school

- when wearing St Teresa's uniform in a public place or they are in any way identifiable as a student of St Teresa's
- which could have repercussions for the orderly running of St Teresa's
- poses a threat to another student or member of the public
- which could adversely affect the reputation of St Teresa's

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

Recognising and Rewarding Good Behaviour

St Teresa's School recognises that praise is key to making children feel valued and ensuring that their work and efforts are celebrated.

When giving praise, staff 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 staff, St Teresa's understands that peer praise is also effective for creating a positive, fun and supportive environment. Staff encourage children to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, St Teresa's understands that providing rewards after certain behaviour means that children are more likely to model the same behaviour again.

For rewards to be effective, St Teresa's 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 Children 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 St Teresa's. Therefore, frequent use of encouraging language and gestures, both in lessons and around school is to be encouraged so that positive behaviour is instantly recognised and positively rewarded.

Recognition and rewards for effort

Children should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis is on positive behaviour management through RECOGNITION and PRAISE, which should be given whenever possible for both work and behaviour. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and corporate responsibility.

Classroom level

1. Praise and positive recognition to groups or individuals.
2. Classroom displays that promote positive behaviour, conduct and learning.
3. Stickers – that are worn by the children or added to the children’s work to indicate recognition of great effort/hard work/outstanding learning etc.
4. Stampers in books celebrating good work
5. Mention/postcard/phone call to parents
6. Family Bead treat each month
7. Showing work/promoting a child’s effort to another adult/class/Headteacher.

School level

1. Headteacher awards - Each week, a pupil from each class will be awarded with the Headteacher award and this presentation will be undertaken on a Friday morning in celebration assembly. The child will receive a ‘Headteacher award certificate.
2. Hot chocolate Friday - each staff member nominates 1 child to join HT for hot chocolate once a month.
3. Positive postcards – Positive recognition to parents at the end of the month– phone call or a postcard sent home
4. If a child is asked to share their work with the Headteacher a special Head Teachers sticker will be awarded in the child’s school book and one for the child to wear.
5. Star award - Each week the staff will choose children who have earned a star award Certificate for exceptional work/effort/behaviour etc. This will be acknowledged with a certificate.
6. Readers award – the staff will give certificates to children who have worked hard in their reading at home or in school
7. Top table award – once a month children will join the headteacher or slt to have lunch to celebrate their fantastic effort in school in the dinner hall, this could be for good manners or for helping the staff or other children.

We try to celebrate these awards on social media when possible.

Play time and lunch time

Children are recognised for positive behaviour at play and lunchtimes through verbal praise and public recognition, passing the good news onto class teachers and other adults and the awarding of behaviour stickers and family beads.

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
- 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)

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

St Teresa's 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:

Managing Daily Behaviour in the classroom

Early Years Foundation Stage

In EYFS we recognise that our children are at the beginning of their school life. Up to this point some of the children have only ever been at home with a parent or guardian and therefore do not understand how to behave within a setting or with other children. We understand that this is appropriate for their age and they are in the process of learning what is and is not acceptable behaviour.

With this in mind, the staff in EYFS explain, model and ensure that all children understand the behavioural expectations within school. This is first and foremost achieved through the positive use of language with the children, recognising and praising good behaviour and encouraging these good behaviours with both adults and other children and maintaining clear and consistent boundaries.

Adults within EYFS intervene when behaviour is seen to be disruptive or difficult to manage.

Children will be reminded of the behavioural expectations of the setting. Staff will be consistent in their language with the children, asking them to make a 'good choice' with their behaviour.

If the child continues with a behaviour that is not acceptable, the child will be taken to the 'Thinking Chair'. This chair is inside the Nursery/Reception classroom and is only used for this purpose.

The practitioner will talk to the child about the reason they have to sit on the chair. Within this the practitioner will be consistent in their use of language of choice and consequence.

The practitioner will then explain to the child that they must think about how they can make a good choice with their behaviour and the 5 minute timer will be turned. The member of staff will remain with the child until the 5 minutes are over but will not interact with the child during this time or will leave the child to sit alone (depending on the child). When the timer has finished the practitioner will ask the child if they have thought about what good choices they can make. Depending on the

child the practitioner will either model appropriate answers or allow the children to answer by themselves.

The child will then be allowed to go back to play and the practitioner will try to reinforce good behaviour.

If necessary the child's parent/guardian will be informed at the end of the session.

When the child is allowed to go back to their independent learning/play and the same inappropriate behaviour persists then the child will receive a further 5 minutes time out in year 1 or due to the seriousness of the behaviour will be escorted to see the Assistant Headteacher or Headteacher.

Year 1 – to Year 6

Staff will use the steps in behaviour for dealing with poor conduct.

Step 1 - Reminder

Gentle reminder and encouragement, a “nudge” in the right direction, small act of kindness, check they are okay – active listening.

This is your reminder.....

You can choose to

or you can choose to.....

If you choose to then you will receive a Stage 2 verbal warning.

Step 2- Verbal Warning out of classroom

A clear verbal caution of the expectations be Ready, Respectful, Safe delivered privately wherever possible. The teacher makes learner aware of their behaviour and acknowledges their emotions. The learner has a choice to do the right thing. (Give take up time) Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

Choice presented to child –

You can choose to

or you can choose to.....

If you choose to then there will be a further consequence.

Step 3 - Time out (within classroom)

- Learner is asked to reflect on the next step. Again they are reminded of their previous conduct/attitude/learning

- At this point the learner can go to a time out /space in the classroom to reflect on their behaviour (as set by the member of staff but must be proportionate to the behaviour seen from the child).

Choice presented to child –

You can choose to reflect on your behaviour and complete your work or

You can sit and not do your work which will then be completed in your breaktime

Step 4 - Time out in a different class

If the step above is unsuccessful, or if a learner refuses to take a time out in class then a learner will be asked to leave the room and go to their predetermined partner class for 10 minutes to reflect.

In KS1 and KS2 the pupil should receive 10 minutes time out in another class (preferably avoid SLT). The teacher should send a note with another child to the class teacher to inform them that the pupil will be arriving or they should be accompanied by a TA to that room. The pupil should take their work with them for the 'time out' period and then return to their classroom after 10 minutes – this will be directed by the class teacher.

If a pupil has missed learning time due to their 'time out' they must use their playtime to make up for learning time missed.

If a pupil receives a stage 4 this will be marked (signed and dated) on the class record by the staff member dealing with this incident. As a consequence of receiving a stage 4 the pupil will have 5 minutes deducted from their reward time (if a child receives a number of stage 4's the 'consequence time' will be accumulated and deducted from the reward time). If a pupil has demonstrated significant improvement in their behaviour they may redeem time back. This can only be authorised by a team leader or a member of the SLT.

Step 5 - Restore - Time with HT

If the child refuses to go it may be necessary to send for the HT/DHT for support. The learner will then need to work at the HT office for 30 minutes to reflect on their behaviour.

Step 6- Reparation meetings if a child reaches step 4

A restorative meeting should take place before the next lesson. This can be supported by another colleague or member of SLT.

Staff have a script for the restorative conversation. Staff choose 5 restorative questions from the following and address each question together.

1. What happened? (listen to each other's account carefully)
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

The teacher will take responsibility for leading reparation meetings. Colleagues will support when requested. Record on CPOMs. Reflection sheets will be used where appropriate and kept in the green folder in every class.

Step 7- Formal meeting with parents

If behaviour is consistently poor as shown by internal referrals and several reparation meetings or becomes a cause for concern there will be a formal meeting with teacher and team leader and parents. There will then be agreed targets that will be monitored over the course of two weeks. Parents will always be informed at this stage. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour. Most behaviour should be dealt with within these steps.

Consequences

The children understand that there will be consequences if they do not abide by St Teresa's rules. The word **consequence** must be explained and used when dealing with any incident.

At St Teresa's we believe it is important for our children to realise that behaviour choices have consequences.

If a pupil receives a stage 4 this will be marked (signed and dated) on the class record by the staff member dealing with this incident. As a consequence of receiving a stage 4 the pupil will have 5 minutes deducted from their Family Bead reward time (if a child receives a number of stage 4's the 'consequence time' will be accumulated and deducted from the reward time). If a pupil has demonstrated significant improvement in their behaviour they may redeem time back. This can only be authorised by a team leader or a member of the SLT.

If a child has been out of class/not completed learning based on your shared minimum expectations, they are expected to complete their work during part of play with their class teacher or at lunch. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Lunchtime and Breaktime Code

It is essential that children play safely to prevent accidents to themselves and others. Children are reminded about how to play safely before each break time.

Stage 1 - If a child is choosing to play rough or endanger themselves or another child they will be given a **Stage 1 Warning**. They will be given the choice of stopping their actions or the consequence of moving to the next stage.

Stage 2 - If the child continues or there is a further incident that breaktime they will then be given a **Stage 2 Consequence** which will be 5 minutes thinking time on a bench or with the adult on duty to choose to improve their behaviour or play.

Stage 3 - If the child continues again they reach **Stage 3 Removal** where they will be sent inside to a member of SLT and not allowed to play outside for the rest of break.

If a child reaches Stage 2 they will miss 2 minutes from their family bead treat to help them understand that actions have consequences.

If a child has a clear 5 days they can earn this time back.

If a pupil receives a total of 5 stage 3's in a half a term a program to remove the child from the playground for a substantial amount of time will be arranged. The child will be allowed back on the playground increasingly as their behaviour improves. If they reoffend during this time the program will start from the beginning. All stage 3 incidents are recorded on CPOMS.

Behaviour of a very serious nature (e.g. violence) immediate action needs to be taken; the pupil must be escorted straight to HT/DHT/AHT. In their absence they must be escorted to the Team Leaders.

Interventions to support with Behaviour

A range of initial intervention strategies to help children 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

If one or more children are struggling with inappropriate behaviour an intervention or group is convened, run by a Teaching Assistant or PSA, to support the struggling child in developing personal awareness, social and self-management skills.

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 PSA or school counsellor)
- Engaging with parents
- Short-term behaviour report cards
- Long-term behaviour plans

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".

Steps that school may need to take when dealing with issues of behaviour

Removal from the classroom

St Teresa's may decide to remove Children 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 St Teresa's
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

St Teresa's will only remove Children from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all Children and restore stability following an unreasonably high level of disruption
- To enable disruptive Children 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

St Teresa's will ensure that children's 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 St Teresa's to decide. This could be for more than one school day. St Teresa's 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 teacher sets 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 St Teresa's, pupil and their parents, and other agencies if relevant, where necessary.

Searching, Screening and Confiscation

St Teresa's 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 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 and 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 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 St Teresa’s 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 Children 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

Behaviour Monitoring Cards

Some children may need to be given a behaviour monitoring chart that is shared between home and school. If this is not successful or suitable then a behaviour plan might be needed to reflect and monitor the progress against behaviour targets. The Leadership Team will monitor behaviour and evaluate the impact of this policy through the records listed above, through informal observations, comments from formal lesson observations and discussion with children, staff and parents.

Restraining Children /Use of reasonable force

Staff at St Teresa’s Catholic Primary School never use force as a punishment for undesirable behaviour. They may however, intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. 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. St Teresa’s will ensure that staff have safe handling/Team Teach training that complies with this guidance.

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 St Teresa'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.

The decision to restrain is made by the trained lead adult at the time of the incident. All members of staff have a legal power to use reasonable force. Reasonable adjustments will be made for children with disabilities and special educational needs. Key staff are trained in using 'Team Teach' techniques. De-escalation is the first strategy and handling children is a last resort. Where children have been moved and handled, a form is completed and countersigned. The Headteacher is always informed. The incident is recorded on CPOMs and reviewed. Parents are informed.

Children with Special Educational Needs

Where Children have special educational needs there may be situations where the sanctions and rewards may need to be modified accordingly to suit the pupil concerned. This will be done in consultation with the SENCO, class teacher and or the Assistant Headteacher /Deputy Headteacher/Headteacher. Key staff may need to liaise with external agencies as necessary.

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.

Preventative measures for Children with SEND

Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

St Teresa's will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned.

Measures St Teresa's will implement where appropriate include, but are not limited to, the following:

- 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

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 St Teresa's 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.

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.

Exclusion/Suspension

Where there has been a serious breach or breaches of St Teresa's behaviour policy, the Headteacher, Deputy Headteacher or Assistant Headteacher are sent for and an exclusion can be issued. In severe cases if fixed term exclusions do not resolve the issues a permanent exclusion can be enforced.

If the Headteacher or Assistant or Deputy headteachers exclude a pupil, St Teresa's informs the parents immediately, giving reasons for the exclusion. At the same time, it is made clear to the parents that they can, if they wish, make representations to the governing body. St Teresa's ensures that the letter outlining the reasons for exclusion informs the parents how to make any such appeal.

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 St Teresa's 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 St Teresa's 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, children 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.

St Teresa's 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 St Teresa's 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

St Teresa's will ensure that Children 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 St Teresa's, children, parents and, if relevant, other agencies. St Teresa's will consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

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 child-on-child 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.

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.

Investigations

St Teresa's 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.

Data collection and Behaviour Evaluation

St Teresa's 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, Children, governors, and other stakeholders on their perceptions and experiences of St Teresa's behaviour culture

Behaviour in school will be recorded through CPOMS. 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.

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
- St Teresa's 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

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
Children's Behaviour Code

1	Reminder	A reminder of 'ready, respectful, safe' in the classroom or outside.
2	Caution	You will be spoken to away from others and reminded – are you ready; respectful and safe? This is time to make a better choice
3	Time out in class	Take a few minutes time out in the classroom or with an adult outside to calm down
4	Time out in another class	Time out in another classroom to reflect on your behaviour and make a better choice (5 minutes family bead time taken)
5	Restore	Time with Mrs Bruton to think about your behaviour and how we can fix this (5 minutes family bead time taken)
6	Repair	
	You will have a chat with your class teacher or the adult involved and decide on how to improve the situation and how you can make this better.	

Appendix 2

Children's Break Time Behaviour Code

1	Reminder	A reminder of 'ready, respectful, safe' outside.
2	Time out/Thinking time	Take 5 few minutes time out at a table/bench or with an adult outside to calm down This is time to make a better choice. (2 minute family bead time is taken)
3	Removal	Time with Mrs Bruton to think about your behaviour and how we can fix this.
4	Repeated incidents	Playtimes stopped and a phased reintroduction to the playground
5	Repair	
	You will have a chat with your class teacher or the adult involved and decide on how to improve the situation and how you can make this better.	

Behaviour of a very serious nature (e.g. violence) immediate action needs to be taken; the pupil must be escorted straight to HT/AHT/DHT. In their absence they must be escorted to the Team Leaders.

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.

