

St Joseph's Catholic Primary School

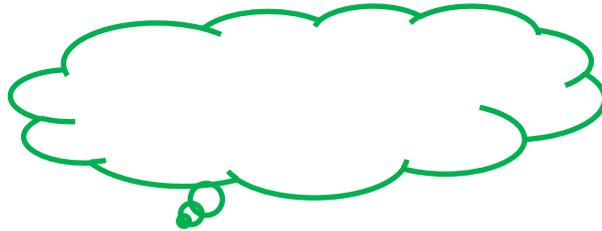
'following Jesus in all we do'



ST JOSEPH'S
CATHOLIC PRIMARY
SCHOOL

Trauma Informed Behaviour and Relationships Policy

2024-2025



Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

Contact Details

Behaviour Leader

Mrs Ann Masters

St Joseph's Catholic Primary School,

Chedworth Drive,

Warndon,

Worcester,

WR4 9PG

Telephone: 01905 452772

Email: jow_office@emmausmac.com

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1. Aims

This policy aims to:

Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.

Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.

Outline the expectations and consequences of behaviour.

Provide a consistent approach to behaviour management that is applied to all pupils.

Define what we at St Joseph's consider to be unacceptable behaviour, including bullying and discrimination.

Support all children including those displaying social, emotional and mental health (SEMH) difficulties. At St Joseph's, we maintain the belief that pupils' behaviour should be understood and can be modified, managed and enhanced in order to enable them to access learning.

2. Legislation, statutory requirements and statutory guidance

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

[Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#) [Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation Guidance July 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Exclusion from maintained schools, academies and pupil referral units in England 2017](#) [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#) [Use of](#)

[reasonable force in schools July 2015](#)

[Supporting pupils with medical conditions at school Aug 2017](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

At St Joseph's, discipline is recognised to be a collective responsibility between parents, staff, governing body, children and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied.

3. Definitions

Misbehaviour is defined as:

Disruption in lessons, in corridors between lessons, and at break and lunchtimes
Non-completion of classwork or homework

Poor attitude
Incorrect

uniform

Serious misbehaviour is defined as:

Repeated breaches of the school rules
Any

form of bullying

Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Vandalism

Theft

Fighting

Smoking

Racist, sexist, homophobic or discriminatory behaviour
Possession

of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, Persistent disregard for school rules, Disruptive behaviour that stops other children learning
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence, carrying offensive weapons or items that endanger the safety of other children, staff or ones self-possession of illegal substances [see drugs policy]
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5. Roles and Responsibilities

Governing Body

The governing body is responsible for:

- Will review the policy at least annually and will monitor its' implementation through discussions with senior staff.
- Ensure that arrangements are made to safeguard and promote the welfare of pupils
- Direct staff to the DfE "Searching, screening and Confiscation" guidance February 2014
- Screening and searching pupils
- Using reasonable force and other physical contact
- Power to discipline beyond the school gate
- Pastoral care for staff accused of misconduct
- Work with local agencies to assess the needs of pupils who display continuous disruptive behaviour.
- Take action in accordance with the policy against pupils found to have made malicious accusations against school staff
- To deal with allegations against teachers and school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation and is in line with school policy.

The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Teachers and Staff

Staff will take responsibility for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly via myconcern
- Challenging pupils to meet the school's expectations

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

Parents and carers, where possible, should:

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

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

Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

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

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

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

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

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect

- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6. Trauma Informed Schools (TiS):

‘all challenging behaviour is seen as a form of communication where there may be unmet need that requires support, understanding or empathy’

TiS is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Knowledge of social and emotional learning supports the school in planning experiences, activities and opportunities and reinforces our understanding that learning happens across the whole day, especially during break times where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationship with children in order to support their development. It also gives basic guidance so that some change can be made through understanding where the child is functioning from and practical activities, which facilitate the development of this relationship.

Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

Life events can introduce episodes, which become interruptions to some children’s development. The TiS programme supports adults in creating a differentiated provision in response to need with reparative strategies as part of systematic actions.

With a programme of continuous development, our vision is for all our staff to receive regular training and to use this insight to build healthy development, encourage pupils to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress.

Our TiS/Nurture base, The Nurture room, is our hub for this provision as well as the Sensory

Room and offers supportive programmes for pupils across the school day. Our recently opened Outdoor Classroom will provide varied and alternative provision for children at lunchtime and at other times during the day.

The Role of a Trauma Informed Behaviour and Relationships Policy

Our Trauma Informed Behaviour and Relationships Policy seeks to inform, guide and support staff, parents/carers, and pupils to promote positive behaviour, living out this approach by reflecting on ten key aspects of school practice:

1. A consistent trauma-informed approach to behaviour management
2. Strong and dynamic school leadership
3. Effective classroom management
4. Consistent rewards and consequences
5. Clearly evident use of trauma informed strategies within teaching and consistent modelling of good behaviour
6. Continuous staff development, training and support, with staff wellbeing always considered.
7. Clear and effective pupil support systems
8. Regular liaison with parents/carers and other agencies
9. Dynamic, effective and relevant planning and managing of pupil transition
10. Ongoing evaluation of organisation, resources and environment to ensure the most effective outcomes for all.

Trauma Informed Educational Practices

St Joseph's Catholic Primary School has invested in supporting the very best possible relational health between:

Parent and child

Child and child

Child and school staff

Parent and school staff

School staff

School Staff and Senior Leads

School staff and external agencies.

To this end St Joseph's Catholic Primary School is committed to educational practices, which **Protect, **Relate**, **Regulate** and **Reflect**.**

Protect

- All teachers to use increased 'safety cues' in all aspects of the school day through the use of meet and greet by members of SLT at the school gate also teachers and TA's at the classroom door. If children are late then they are greeted by the teacher or TA when they arrive.
- School staff to be trained in the PACE modes of interaction (Hughes 2015): being warm, empathetic, playful and curious. These have been proven to shift children out of the flight/fright/freeze positions.
- School staff are to ensure that interactions with children are to be socially engaging and not socially defensive. This is to decrease chances of children relating defensively through flight/fight/freeze.
- There is a whole school commitment to use calm, emotionally regulated voices when using 'wise' questioning to investigate incidents regarding pupils.
- School staff will 'interactively repair;' the occasions when they themselves move into defensiveness.

- To use 'I wish my teacher knew' boxes to enable children to feeling safe enough to talk about, if they wish, painful life experiences, which are interfering with their ability to learn and quality of life.
- All vulnerable children have easy access on a daily basis to at least one named emotionally available adult.
- School staff need to adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This will include removing vulnerable and traumatised children in a kind and non- judgemental way from situations they are not managing well in. This maybe children who keep 'triggering' into alarm states in the main playground given access to a separate calmer, smaller playground.
- Provision for children of a clear, confidential and non-shaming system of self- referral for help/talk time.
- The nurturing and supporting of all school staff in such a way that they feel truly valued and emotionally regulated enough to be able to interact throughout the school day with social engagements.

Relate

- All school staff to be trained in emotional coaching and in relating to children in terms of the four key relational needed for secure attachment, affect attachment, empathy, soothing and containment. ***As a school we will continue to develop staff understanding of the impact of toxic stress on children and what they actually live with on a day-to-day basis.***
- There will be a whole school commitment to enabling children to see themselves, their relationships and the world more positively, rather than through a lens of threat, danger and self-blame.
- There will be relational opportunities for vulnerable children with emotionally available adults at school to enable them to make the change from 'blocked trust' (not feeling psychologically safe with anyone) to trust and from self-help to seeking help.

Regulate

- The implementation of interventions designed to bring down stress hormone levels (eg toxic to tolerable) in vulnerable children to allow them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress induced physical and mental illness, now and later in life.
- Evidence based nurturing and regulatory interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally enriched regulating and playful, enriched adult- child interactions.
- The emotional well-being and regulating of staff is treated as a high priority to prevent burn -out, stress-related absence or leaving the profession through stress-related illness, secondary trauma and feeling undervalued, blamed or shamed.
- School provides designated staff-only spaces, which are specifically designed to support the release of natural anti-stress, pro-social neurochemicals (opioids and oxytocin).

Reflect

- Staff have been trained and are becoming more developed in the art of good listening, dialogue, empathy and understanding (instead of asking lots of questions and giving lectures, WINE questioning)
- **WINE Questioning Definition...**

Wondering how the child is, what they are feeling, what they are thinking
Trying to **Imagine** what the child is going through

Showing that you are **Noticing** certain behaviours in a non-confrontational way

Once again being **Empathetic** to what the child has or is experiencing.

- Provision of skills and resources to support parents and staff to have meaningful empathic conversations with vulnerable children who want to talk about their lives in order to empower children to better manage their home situations and life in general.
- Within the context of having an established and trusted relationship with a member of staff, children are to be provided with the means to symbolise painful life experiences through images rather than solely through words, should they wish to do so, as a key part of 'working through' and memory re-consolidation. To this end, there is the provision of different modes of expression for children e. art/play/drama/music/sand-play/emotion worksheets.
- PHSE will be informed by current research (psychological and neuroscience) on mental health, mental ill-health, relationship health, family, parenting, intimate relationships and tools for how to do life well. The curriculum content will enable children to make informed choices about how they relate to others and how they choose to treat their brains, bodies and minds now and in the future.

Acceptable Behaviour

At St Joseph's Catholic Primary school, staff are committed to enabling all children to access education successfully. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore, a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

At St Joseph's we create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.

We consistently praise and reward positive attitudes to behaviour and work, maintaining fairness and consistency, whilst encouraging self-discipline.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour, we can build individual and collective esteem and encourage good personal relationships.

We aim to emphasise the following positive qualities through our Catholic Values, which are lived out in all areas of school life

Grateful & Generous
Attentive & Discerning
Compassionate & Loving
Faith Filled & Hopeful
Eloquent & Truthful
Learned & wise
Curious & Active
Intention & Prophetic

It is recognised that good behaviour needs to be modelled and taught. We embed the PACE (Play, Acceptance, Curiosity, Empathy) approach originated by Hughes in order to support a child's social engagement system. The development of positive pupil/staff relationships along with effective teaching which recognises individual needs encourages children to behave in appropriate and less challenging ways.

Staff use a range of strategies which allow pupils to learn how to manage their emotions more effectively without disrupting the learning of others. These strategies may include:

- Time alone in another part of the classroom

- Time out of class with a known adult supporting
- EAA (Emotionally Available Adult) or teaching Assistant intervention
- Use of a calm/sensory room
- Use of time away

Our Outdoor classroom is available for morning and afternoon decompression sessions alongside nurture provision.

Classroom Management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display Classroom Rules alongside the Behaviour and Consequence Thermometers.
- Develop a positive relationship with pupils, which may include:
- Meet and greet in the mornings
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Mobile phones

- Pupils are allowed to have mobile phones with them on-site in year five and year six
- Phones must be handed in at the start of the day and locked away until the end of the school day
- Phones must be turned off on entering the school and not turned on until leaving the school premises
- Phones will be stored during the school day
- Phones will be signed in and out by the class teacher

Safeguarding

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

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

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

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

<https://www.stjosephsworcester.co.uk/parents/policies>

7. Responding to behaviour

Responding to good behaviour

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

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

As a 'Trauma Informed School' Positive behaviour will be rewarded with:

- House Points (KS2)
- Names on the board for positive behaviour.
- Stickers
- Pupil of the week certificate
- Values and Virtues certificate
- Golden Time.

Responding to Misbehaviour

'The aim of approaching all instances of challenging behaviour, conflict or harm will be to 'make the situation' better and to support someone to understand their own and others' needs.'

Although at St Joseph's, we strive to focus on the positive at all times there are unfortunately times when some pupils may display unacceptable or inappropriate behaviour. When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Continuous evidence of the unacceptable behaviour may lead to Fixed Term or in serious incidents Permanent Exclusion.

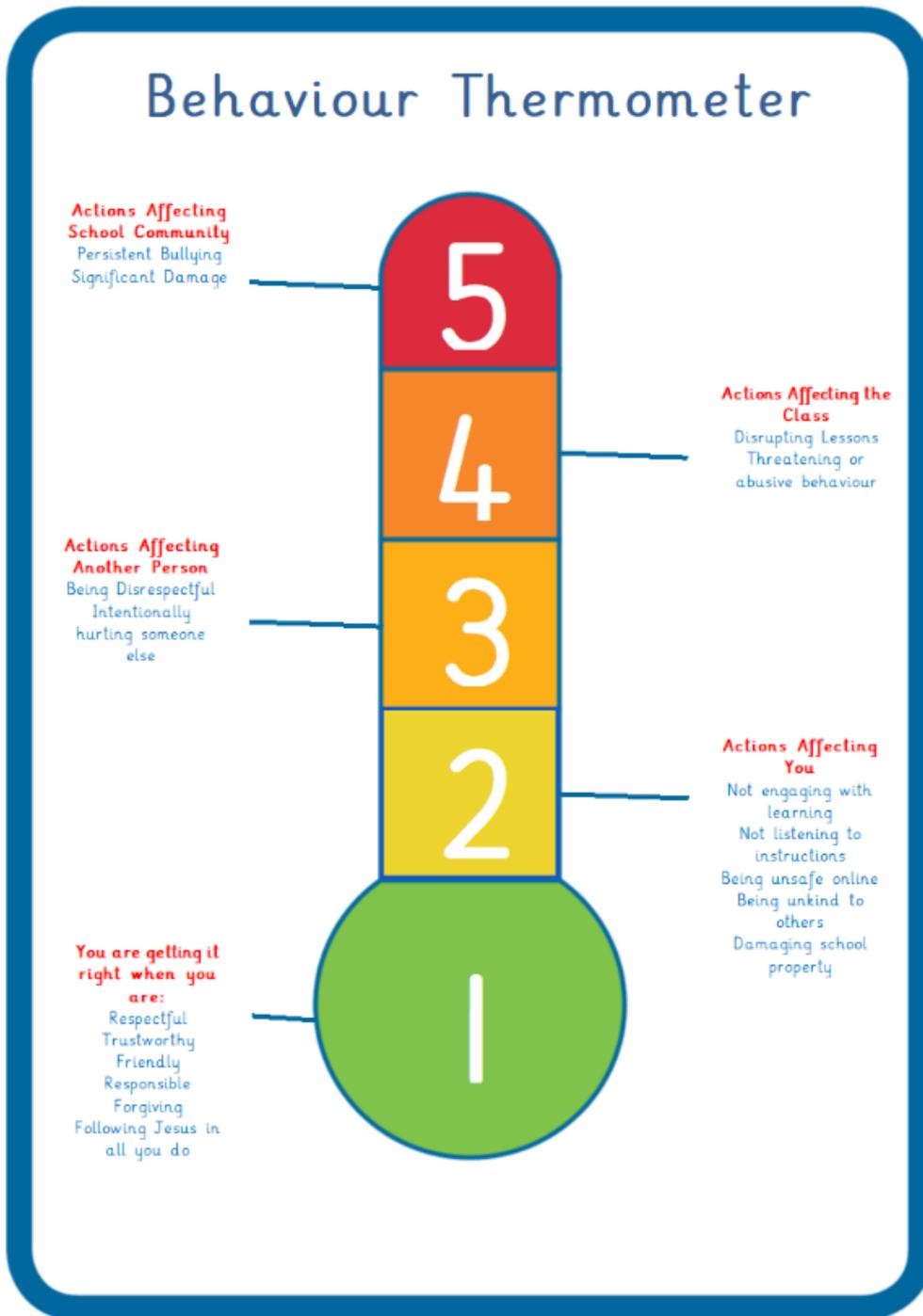
ACES and external factors are shared promptly with relevant staff. All of our staff understand that presented behaviours are often an outcome or a response to ACES and will adopt and implement trauma-informed strategies that pre-empt unacceptable behaviour. Staff will endeavour to create a predictable environment by always reflecting with the child about behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. Staff will receive support, updates and training in these techniques so they are embedded

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

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Staff will be given the time in the designated space to release any stress and reflect.

Unacceptable Behaviour



Continuous breaches of the above may lead to Fixed Term or in serious incidents Permanent Exclusion.

8. Sanctions

Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupil and parents.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of tasks such as a behaviour reflection
- Expecting work to be completed at home, break or lunchtime
- Loss of time at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility or school outing
- School-based community service, such as tidying a classroom or litter picking
- Referring the pupil to a senior member of staff
- Letter, meeting or phone call home to parents
- Agreeing a behaviour plan
- Removal of the pupil from the classroom to work in their partner class
- Suspension
- Exclusion, in the most serious of circumstances

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

Consequences Thermometer

Fixed Term Exclusion
Removal from
playtimes and
lunchtimes
Family Restorative
practice
Involvement of local
police - whole class
talk/assembly/small
group

5

Removal from
Classroom
Meeting with parents
Individual Behaviour
Plan
Loss of Free time -
15mins x 2

4

In class isolation
Work in a separate
room
Communication with
parents
Behaviour
reflections
Loss of free time -
15 mins

3

Talk with an adult
Loss of free time -
5 mins
Catch up on missed
work
Reflection time:
Sensory
room/timeout

2

Praise
Certificates
Stickers
House Points
Postcard

1

Detention

Teachers have a legal power to put pupils (**aged under 18**) in detention.

Primary School uses detention (including detention outside of school hours) as a sanction. (See section 21 for more information) Where detention is outside school hours Teachers must give parents 24 hours notice, in writing. They do not have to give 24 hours notice for a lunchtime detention.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- Any school day where the pupil does not have permission to be absent;
- Weekends - except the weekend preceding or following the half term break;
- Non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact

days'.

- The Headteacher can decide which members of staff can put pupils in detention.

Matters schools should consider when imposing detentions

- Parental consent is not required for detentions.
- The school will act reasonably when imposing a detention as with any disciplinary penalty. In addition, when deciding the timing, the teacher will consider whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient.
- With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.
- School staff should not issue a detention where they know that doing so would compromise a child's safety.

When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities that mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely.
- Whether the parent for the pupil can make suitable travel arrangements. It does not matter if making these arrangements is inconvenient for the parent.

Suspension and permanent exclusions

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

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

Please refer to our exclusions policy for more information

<https://www.stjosephsworcester.co.uk/parents/policies>

Removing triggers of misbehaviour

In line with Trauma Informed strategies:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long eg: allowing them to go for a walk to another teacher or central space.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Ongoing training and support for all staff in understanding conditions such as autism
- Use of the Trauma Informed hub to allow pupils to regulate their emotions during a moment of sensory overload
- Use of fidget tots to be widely available in every class.

9. Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

Please Note: Parental consent is not required to restrain a pupil.

What Is Reasonable Force?

- The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them.
Control means either passive physical contact, such as standing between pupils or

blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force 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;
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

Communicating the school's approach to the 'Use Of Force'

- Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEN.

- Schools do not require parental consent to use force on a student.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Using Force

A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:

- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- The 'double basket-hold' which involves holding a person's arms across their chest

Telling parents when force has been used on their child

If the use of force has been applied to a child then a record will be made and the parents/guardians will be informed.

In deciding what is a serious incident, teachers should use their professional judgment and also consider the following:

- The pupil's behaviour and level of risk presented at the time of the incident;
- The degree of force used;
- The effect on the pupil or member of staff;
- The child's age.

What Happens If A Pupil Complains When Force Is Used On Them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the '*Dealing with Allegations of Abuse against Teachers and Other Staff*' [DFE-00061-2011] guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when

reaching a decision on whether or not to take disciplinary action against the teacher.

- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Staff Training

The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so. At St Joseph's all staff will receive training in the 'Team Teaching programme' the aim of the programme is through the promotion of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships. Positive Behavioural Support (PBS) approaches are entirely compatible with Team-Teach.

10. Confiscation, searches, screening

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

Confiscation

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

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff
- When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the

search is kept.

- If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

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

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

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

If they still refuse to co-operate, the member of staff will contact the headteacher or the member of the senior leadership team to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

If they believe that a search has revealed a safeguarding risk

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

Informing parents

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

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

Support after a search

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

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

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead

(DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

11. Off-site misbehaviour

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

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

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

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

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

12. Online misbehaviour

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

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

13. Suspected criminal behaviour

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

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

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

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

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

14. Sexual harassment and sexual violence

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

15. Child on Child

Children can abuse other children. This is generally referred to as Child on Child abuse and can take many forms. It can include (but is not limited to):

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery)
- Initiating/hazing type violence and rituals

All staff at St Joseph's should be clear as to the school's policy and procedures with regard to peer on peer abuse. Any Incidents must be record through 'My Concern' and inform the headteacher immediately.

Please refer to our child protection and safeguarding policy for more information
<https://www.stjosephsworcester.co.uk/parents/policies>

16. Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

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

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

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

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

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?
- If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.
- The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

- The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

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

- The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.
- If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.
- The school will liaise with Worcestershire county council
<https://www.worcschildrenfirst.org.uk/>

17. Supporting pupils following a sanction

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

- This could include measures like:
- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals
- Part timetables
- Off Site educational visits

18. Pupil transition

Inducting incoming pupils

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

Preparing outgoing pupils for transition

- To ensure a smooth transition to the next year, pupils have a transition session with their new teacher(s). In addition, staff members hold transition meetings.
- To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

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

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

19. Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- The data will be analysed every termly by the school's safeguarding Team
- The data will be analysed from a variety of perspectives

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

Monitoring this policy

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

20. Links with other policies

This behaviour policy is linked to the following policies

Exclusions policy

Child protection and safeguarding policy

Physical restraint policy

Mobile phone policy

Working together to create a positive environment

Please refer to all school policies at: <https://www.stjosephsworcester.co.uk/parents/policies>

	Behaviour and Discipline Procedure Policy
Version	1.8
Date	V1: 17/11/2015 V1.2 25/9/2017 V1.3 03/09/2018 V1.4 03/09/2019 V1.5 3/09/2019 V1.6 03/09/2020 V1.7 13/09/2021 V1.8 11/09/2022 V1.9 03/10/2023
Author	Behaviour Lead/ Ann Masters
Approved by head teacher	Louise Bury
Approved by Governing Body	
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Contact Information:

Mrs Louise Bury
Head Teacher
01905 452772
office@st-josephs-pri.worcs.sch.uk

Mrs Ann Masters
Behaviour Lead
01905 452772
amasters@st-josephs-pri.worcs.sch.uk

Dr Vincent Brennan
Chair of Governors
01905 452772
office@st-josephs-pri.worcs.sch.uk