



Behaviour Policy

Name of school	St. Mary's Primary School, a Catholic Voluntary Academy
Policy	Behaviour
Version	1
Date of approval of this policy	June 2025
Approved by	Governing body
Date of next review	Summer 2026

Mission Statement:

‘Journeying in the light of Christ, together we live and learn’

Policy statement:

Our policy is based on a relational approach. It draws on research in neuroscience, psychology and adverse childhood experiences from Dr Bruce Perry, Dr Nadine Burke Harris, Paul Dix and many more. It is underpinned by an expectation that by modelling, celebrating and recognising the agreed positive behaviours, our children are enabled to follow Jesus’ example, be ready to learn effectively and become active citizens.

Aim of the policy:

- To enable everyone to become the best version of themselves.
- To ensure a culture of exceptionally positive behaviour: for learning, for community and for life
- To create a restorative, ‘fresh start’ culture
- To promote positive relationships and ensure that all pupils are treated fairly and shown respect
- To refuse to give pupils attention and importance for poor conduct (praise in public, correct in private)
- To help pupils take control over their behaviour and be responsible for the consequences of it
- To build a community that values kindness, care, good humour, good temper, obedience and empathy for others
- To build a community which values kindness, bravery, being in charge of yourself (and your actions), gratitude, curiosity and being on the team
- To promote community coherence through improved relationships
- To ensure that positive behaviour is a minimum expectation for all
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships through a trauma informed approach

Purpose of the policy:

To provide simple, practical procedures for staff and pupils that:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interactions and interventions

Behaviour for Learning and Life:

The phrase ‘behaviour for learning’ conceptualises the following three relationships experienced by a pupil:

- Their relationship with themselves, e.g. their self-confidence as a pupil
- Their relationship with others, e.g. how they socially interact
- Their relationship with the curriculum and learning, e.g. how best they learn

Consistent culture:

‘When people talk about behaviour they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat pupils down with. Both extremes harbour an irresistible idea that there is a shortcut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that

there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.' - Paul Dix

We invite all staff joining us to read 'when the adults change, everything changes' by Paul Dix

Consistency in practice:

Consistency is at the heart of developing positive behaviour. This lies in the behaviour of adults and not simply in the application of procedure. Our aim is to develop a consistency that ripples through every interaction on behaviour – where pupils feel treated as valued individuals they respect adults.

All staff, every day:

- Greet children warmly, model positive behaviours and build relationships.
- Treat each interaction with pupils as an intervention, being conscious of maintaining calm and consistent presence, body language, facial expressions and tone of voice
- Respond calmly and give 'take up time'. Prevention before sanctions.
- Use WINE sentence starters or PACE approach when engaging with a child who is dysregulated (See Appendix 2 & 3)
- Follow up every time, retain ownership and engage in reflective dialogue with pupils.
- Reset with the pupil after the behaviour has been followed up ready for the next session.

Rules (See Appendix 1):

These are the rules on which everyone agrees – all staff have the responsibility to apply these rules in a fair, impartial and consistent manner.

- Ready - we show that we are ready to learn and play
- Respectful - we show respect to others and our environment
- Safe - we show we can be safe by displaying behaviour (either verbal or physical) which is not harmful to ourselves and others.

First Attention to Best Conduct

When we recognise positive behaviour using our school rules as a framework of language;

e.g. 'It is so nice to see you being safe by walking down the corridor'

We recognise behaviour in five ways; -

- Immediate and timely verbal recognition
 - We recognise following our rules via positive notes
 - We recognise living out the school virtues via notes
 - Where possible, positive phone calls home or verbal comments to parents at pick-up/ drop-off
 - Weekly celebration assembly – Maths, Reading, Vocabulary, star of the week, Mini Vinnie, School Council, hot chocolate awards, good work, acts of kindness
- See Appendix 8

Positive reinforcement:

- We recognise that using positive language is key to developing a positive atmosphere
- We use routines and systems throughout school to reinforce and encourage appropriate behaviour – we praise the behaviour we want to see

- We recognise and reward pupils who meet our standards

(Extrinsic reward systems are used to encourage positive conduct. These should be simple, manageable, age appropriate and must be used consistently.)

Relentless Routines

Relentless routines are one of the foundation pillars to achieving positive behaviour. This includes the following:

- An agreed routine for the start of each day
- A consistent whole school timetable
- An agreed set of signals for stopping and gaining pupils' attention, movement and transitions
- A consistent approach to expectations within each learning environment, resources provided to pupils and uniform.

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 unacceptable behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of unacceptable behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of unacceptable behaviour will be made on a case-by-case basis.

When dealing with unacceptable behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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 unacceptable behaviour, 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. For example,

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- 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
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

The school's special educational needs co-ordinator (SENCO) may be consulted to see how to support 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, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

For pupils with an EHC Plan, the provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

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

Definitions of Negative Behaviour

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Incorrect uniform
- Having a mobile phone / device in their possession

Serious misbehaviour is defined as:

- Repeated breaches of the school rules (with consideration given to the age and need(s) of the pupil and context)
- Using their mobile phone / device
- Bullying - defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.
- Sexual violence (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments or jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. For example, Knives or weapons, Alcohol, Illegal drugs, Tobacco and cigarette papers, E-cigarettes or vapes, Fireworks and 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)

Managing and modifying unacceptable behaviour:

Pupils are responsible for their behaviour.

Staff will use the steps in behaviour for dealing with poor conduct and will do so without delegating.

Redirection	<p>Proximity: Move closer to the pupil.</p> <p>Proximity praise: Comment on the positive behaviour of others who are close to the pupil.</p> <p>Non-verbal: Make eye contact with the pupil, refer to the zones of regulation (whole class or group).</p> <p>'Jamie I can see you are in the yellow zone, how can I help.'</p>
Reminder	<p>A clear verbal reminder of the expectations delivered privately (if possible) to the pupil – state behaviour, redirect and give take up time – the pupil has a choice to do the right thing:</p> <p>'Jamie, you're talking, you need to get on with your work. Thank you.'</p> <p>'Jamie, I can see this play is becoming a bit rough. You need to play without pulling Tom. Thank you.'</p>
Warning	<p>A clear verbal warning delivered privately (if possible) to the pupil.</p> <p>Outline that time out will be given if they continue – the pupil has a choice to do the right thing*:</p> <p>'Jamie, you're still talking, that's a warning. If you continue it will be a time out. You need to get on with your work. Thank you.'</p> <p>'Jamie, you are still playing rough, that's a warning. If you continue, it will be a time out. You need to play without pulling Tom. Thank you.'</p> <p>NB: being mindful that we understand the children in our care and how they will react to being given time out with the teacher / adult*.</p>
Time-out / move to another space either inside or outside*	<p>The pupil is asked to speak to the adult away from the other children.</p> <p>Boundaries are reset, the pupil is asked to reflect on their next step, and they are reminded of their previous (positive) conduct/attitude/learning.</p> <p>The pupil is given a final opportunity to reengage with learning/follow instructions.</p>

*A time-out / move to a different space is recorded on CPOMS and if given by someone other than the class teacher, the class teaching is informed of this.

All pupils must be given 'take up time' between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption.

Secondary behaviours (e.g. Tutting, rolling eyes, tapping, muttering under their breath etc.) are ignored and noted down to be followed up later.

If the steps above are unsuccessful (techniques that are employed do not have the desired effect of getting the child to a calm and self-regulated state), or a pupil refuses to take a time out, then the pupil will be asked to leave the room. If appropriate, a member of SLT will escort the pupil to a workspace outside the classroom. All cases of a pupil being asked to leave the classroom / removed from the yard must be recorded on CPOMS by the class teacher/adult.

The aim is always to get children back to positive behaviour, rather than to punish. This approach is bespoke to each child.

Following removal from the classroom or after a one off more serious incident, the staff member involved will take responsibility for a restorative conversation using the Happy High 5 Card or Reflection Book (See Appendix 4) - SLT will support when requested.

This will take place when the child is calm and regulated, (this may not be on the same day). This may also need to include a logical/natural consequence. For example, if a pupil has flooded the sink they will be asked to mop it dry.

If time out is given as a consequence during break time the number of minutes should be appropriate to the child and behaviour. Children should not miss the whole break unless it is a serious incident and the learning mentor / member of SLT have been consulted with. If a child has missed learning then they will complete that learning during their own time (break, lunch or at home).

In addition to removal as a step in managing behaviour, removal from class can also be used as a sanction. If it is deemed appropriate, removal will be used as a short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted. Any period of removal should be for the shortest time possible and will be supervised by a member of SLT. The decision to employ this provision will be made by a member of the SLT, shared with parents, reported on CPOMS and reported to the LAC.

Where an incident is reported that involves group conflict the Happy High 5 Card or Reflection Book will be used to find an agreed resolution (See Appendix 4)

As adults we aim to understand and support children in finding the solution and find a way to learn from their mistakes.

Pupils may have their behaviour monitored in the following ways (Appendix 7):

1. Class teacher or pastoral team identifies trends in behaviour, e.g. multiple time outs, repetitive group conflicts. With the identified pupil, the teacher sets targets for a two week period to enable engagement with quality first teaching, positive transitions and successful playtimes.
If there is no / limited progress over this period the class teacher speaks to the child's parent and graduated response 1 interventions are identified.
A second review period of two weeks is started following discussions with parents and introduction of graduated response 1 interventions.
2. If there is no / limited progress after the second two week period the teacher seeks advice from the learning mentor / SENCO as appropriate.
The learning mentor / SENCO review the child's targets, identify graduated response 2 interventions, meet with the child's parents and review over a 4 week period.
If there is no / limited progress after 4 weeks the child's targets and plan are reviewed with the SENCO / Learning Mentor – consideration is given to developing a positive behaviour / stress support plan
A second review period of four weeks is started following discussions with parents and consideration is given to accessing support from external agencies (Wave 3 / Graduated response 3)
3. If there is no / limited progress after the second 4 week period the child's targets and plan are reviewed with the SLT, consideration is given to developing a MEP & a referral to the Primary Inclusion Panel and parents are invited to a formal meeting to discuss this.

We make sure that all stages are done discretely – we do not advertise unacceptable behaviour or give public acknowledgement to those who not follow the school rules.

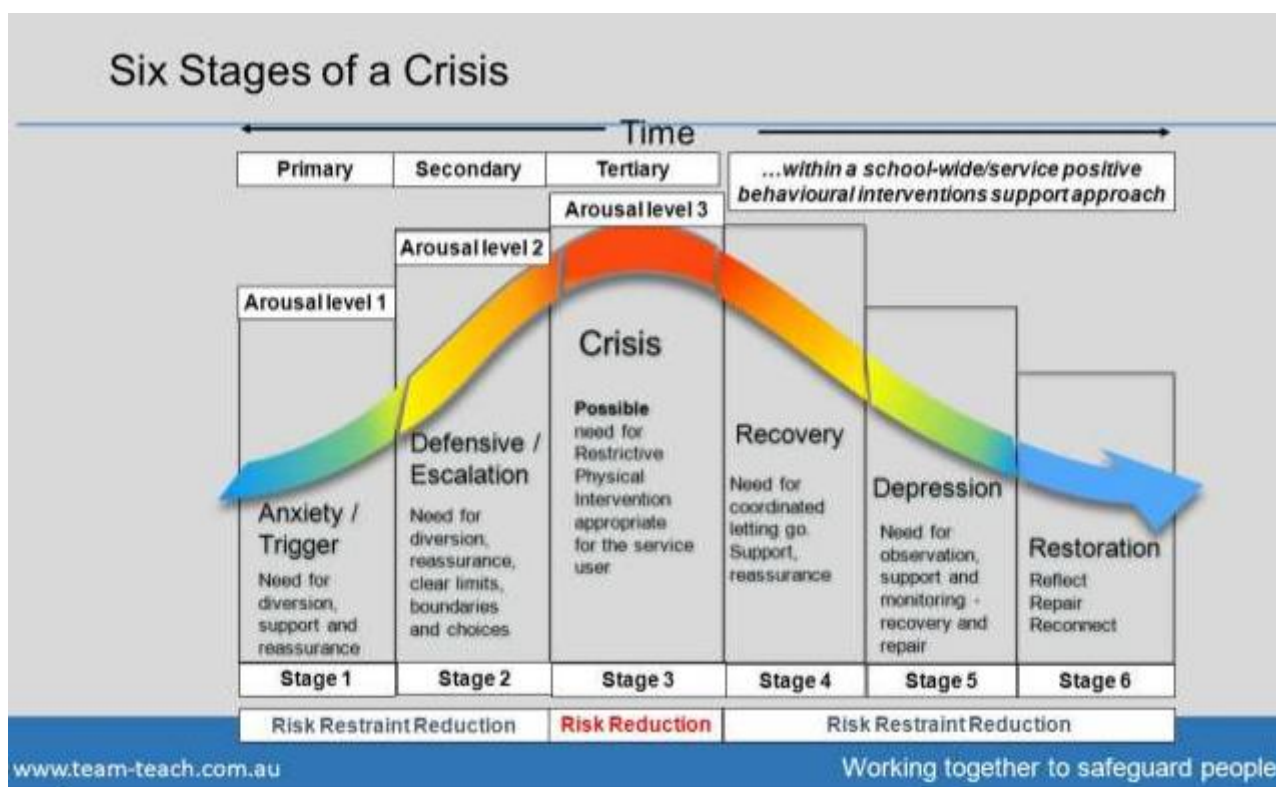
All meetings with parents are recorded on CPOMS.

A serious or persistent breach of the school's behaviour policy may result in the steps above been skipped, and a fixed term suspension or permanent exclusion issued – see separate policy. The school follows the statutory guidance as set out by the Department for Education for suspensions and exclusions.

This policy also covers less common incidents of unacceptable behaviour and the contexts in which they occur – see appendix 5.

Crisis behaviour

In all instances of crisis behaviour, parents must be contacted and the incident should be recorded on CPOMS. SLT will become involved to support the child and the class team. Strategies will be given / reasonable adjustments made to support the child to regulate. Restorative conversations must always take place after crisis in line with the research regarding the six stages of crisis (see diagram below).



Inclusion

Suspension / Exclusion is discouraged. If, after a graduated response approach, a child continues to struggle in our setting due to an SEMH or SEND need, a referral to the Primary Inclusion Panel will be used to support children to succeed.

St. Mary’s serves a huge community of incredible young people, each with their own bespoke needs. The inclusion of our pupils is at the heart of all that we do.

Below is an overview of the continuum of support we offer. This continuum exists to support children to achieve optimum happiness and success in learning and life.

Continuum of Support

Wave 1	Wave 2		Wave 3	Beyond
Quality First Teaching	Graduated Response 1	Graduated Response 2	Graduated Response 3	
TT RockStars Accelerated Reader Oxford Owl	Lexia Precision Teaching Toe by Toe	Social Stories 5 Point Scale Lego Therapy	EP S&L OT	EHCP Coit Hub Alternative Provision

RSHE lessons Daily assemblies	First Class @ Number Pirate Writing Crew White Rose Maths Phonics Online Motional	Drawing & Talking Therapy Sensory Circuits Attention Autism ELSA work	ASC Team Rowan Outreach	Managed Move
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Supporting children with SEMH difficulties - NEUROSCIENCE AND NEUROPHYSIOLOGY

As a school we recognise that pupils with Social Emotional and Mental Health (SEMH) difficulties experience a range of different physiological and psychological challenges within their daily life. Some of our pupils have experienced significant adverse childhood trauma resulting in:

- Underdeveloped brain systems badly affecting capacity for attention, learning, concentration and kindness
- Smaller brains with less sophisticated neuronal networks
- Alarm systems in the brain

For this reason, we have used the latest evidence-based scientific research to develop a positive and supportive behaviour framework through which staff can support pupils to regulate their brains and their bodies so they can make progress both academically and personally. It is built around the following core beliefs:

- Behaviour communicates: We believe that behaviour communicates information about need and recognise that some pupils will require additional, individual support to help them with their development. We also understand that needs can change and will adapt our approach accordingly.
- Behaviour can change: We strongly believe that behaviour is a learnt response that can be changed. It can be changed when pupils feel safe, which brings down their toxic stress levels. It can be changed by repairing brain damage through playful, empathic and reflective adult-child relationships. It can be changed by providing repeated positive relational experiences, which enables pupils to view relationships as nurturing, not threatening. We understand that behaviour does not change all at once and we will stagger expectations and offer praise when progress is made.
- Behaviour is about everyone: We believe that behaviour is about everyone. We all have a role to play in modelling, supporting and managing behaviour. As a team we understand that our actions will be scrutinised and will exemplify our core values to pupils with on-going clear examples.
- Behaviour is about British Values: We believe that it is our responsibility to contribute to pupils' personal development through the promotion of fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Jesus is a model for our behaviour: Jesus provides us with a model of positive behaviour. He also show us how to respond to our own and others' negative behaviour through honesty, reconciliation and forgiveness.

Positive Handling

Due to the complex needs of some of our pupils, we recognise that there may be a need, reflected in common law, for staff to physically intervene when there is an obvious risk to the safety of pupils, staff and property. We have adopted the term 'Positive Handling' to describe such interventions. This follows an approach taken by an organisation named Team-Teach, whose objectives our school has adopted. Further information about this approach can be found in the school's Positive Handling Policy

Roles & Responsibilities

The Local Academy Committee (LAC)

The governing board is responsible for monitoring this policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with negative behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied appropriately
- 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 behaviour data from CPOMS is reviewed regularly, to evaluate the impact of actions taken to bring about change in pupil behaviour.

Leadership:

All staff are responsible for promoting positive behaviour.

The following staff are responsible for overseeing behaviour across school:

Alexandra Healy (Headteacher)

Lindsey Taylor (Assistant Headteacher)

Amanda Waind (SLT / SENCO)

Rebecca Gillies (Learning Mentor)

Senior leaders / Pastoral Staff are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

Senior Leaders will:

- Meet and greet pupils at the beginning of the day
- Be a daily visible presence around the corridors and the site, particularly at times of transition
- Celebrate staff, leaders and pupils whose effort consistently follows the schools' policy
- Regularly share good practice
- Support all staff in managing pupils with more challenging behaviour.
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for pupils who fall beyond the range of written policies (regular inclusion meeting)

Staff

All staff will...

- Create a calm and safe environment for pupils
- Meet and greet at the door
- Refer to the rules in their approach to behaviour

- Maintain consistent, calm mature behaviour
- Model positive behaviours and build relationships
- Consider the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Have high expectations of all children with regard to behaviours for learning
- Provide a personalised approach to the specific needs of particular pupils
- Plan lessons that engage, challenge and meet the needs of all pupils
- Use a visible recognition mechanism throughout every lesson
- Be calm and give 'take up time' when going through the steps
- Follow up every time, retain ownership and engage in reflective dialogue with pupils
- Never ignore pupils who are making negative behaviour choices or struggling with their behaviour
- Use change of face as much as needed to enable staff and children to regulate
- Record behaviour incidents promptly - see appendix 6

Parents and carers

Parents and carers, where possible, should:

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

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

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
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

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

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

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

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

To ensure a smooth transition to the next year, pupils have transition sessions 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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Staff induction, development and support

All new staff are given a comprehensive induction into school behaviour approaches, systems and routines. Ongoing profession development is tailored so that staff broaden their knowledge, understanding and practice when dealing with both commonplace and complex behaviours. As a school, we deliver 'in-house' training along with using external providers to draw upon outside expertise.

Hints and tips

30 second intervention (Paul Dix)

- Gentle approach, personal, non-threatening, side on, eye level or lower
- State the behaviour that was observed and which rule/expectation/routine it contravenes. Tell the pupil what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour
- Walk away from the pupil; allow them time to decide what to do next
- If there are comments, as you walk away write them down and follow up later
- We resist endless discussions around behaviour and spend our energy returning pupils to their learning



Appendix 2

wine

I **w**onder ...

I **i**magine ...

I **n**otice ...

... **e**mpathise



Appendix 3



What do we need to do to make this right?

How were you all feeling at the time?

How can we move on?

What happened?

Are we all happy?



Happy High Five

Reflection Book

What happened?

- broke something
- scribbled on something
- hurt an adult
- hurt a child
- being unsafe
- took my clothes off
- using bad language
- not listening to instructions
- threw something
- ran off
- tore up work
- something different
- not being respectful
- being disruptive

What were you thinking or feeling?

- worried
- fidgety
- confused
- angry
- sad
- annoyed
- scared
- nervous
- bored
- furious
- lonely
- something different
- silly
- embarrassed

Who has been affected?

- me
- a friend
- a teacher
- my class
- my mum
- my dad
- my family
- people in the community
- animals
- everyone
- another adult
- my sibling
- someone else
- other children

What needs to happen to put things right?

- make a card
- write a letter
- talk to someone
- say sorry
- fix something
- have thinking time
- make a change
- make a plan
- practice
- finish my work
- hug
- something different
- tidy up
- clean something

Next time I will...

- move away
- ask for a break
- go to my calm space
- ask for help
- get a fidget toy
- tell someone how I feel
- play with someone else
- make a good choice
- take deep breaths
- listen carefully
- remember the core values
- something different
- count to 10
- be respectful

How do you feel now?

- sad
- sorry
- guilty
- annoyed
- embarrassed
- worried
- hungry
- unsure
- calm
- better
- okay
- something different
- nervous
- tired

Appendix 5

Searching and confiscation

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

Confiscation

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

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

Searching a pupil

Searches will only be carried out by a 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 make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but 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 / designated safeguarding lead (or deputy, to try to 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 causing disorder.

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

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

'Outer clothing' includes:

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

Hats, scarves, gloves, shoes or boots

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

Drawers and 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 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.

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

If they believe that a search has revealed a safeguarding risk

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

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

What happened

What was found, if anything

What has been confiscated, if anything

What action the school has taken, including any sanctions that have been applied to their child

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

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

Unacceptable behaviour outside the academy

Community partnership and cohesion is extremely important at St. Mary's. We expect pupils to take responsibility for their actions outside of the school.

All unacceptable behaviour and instances of bullying occurring anywhere outside the school, which have been witnessed by a staff member or reported to the school, will be dealt with using the academy behaviour policy.

This will include any unacceptable behaviour when a pupil is:

- Taking part in any activity organised by school
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school poses a threat to another pupil or member of the public could adversely affect the reputation of the school

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.

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 / member of the senior leadership team 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.

Malicious allegations

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

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

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

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

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

Child on child abuse:

Incidents of child on child abuse are recorded using the following categories on CPOMS:

- Verbal abuse
- Physical abuse
- Sexualised language
- Sexualised behaviour
- Bullying

When any of the above categories are selected, senior leaders are alerted so that they can conduct an investigation and take action where appropriate. (See Anti-bullying policy)

Measures to prevent child on child abuse:

Curriculum: Our curriculum promotes positive and healthy relationships – this is evident in all that we do. Specific aspects of relationships are taught through PSHE including physical and emotional well-being, strong emotions, private parts of the body and personal relationships. This work is supported by assemblies that deal with specific areas such as bullying and online behaviour.

Appendix 6

CPOMS record

Attainment Attendance Bullying Discrimination Legacy Medical Issues Negative Behaviour Parental Contact Positive Behaviour S&E Concerns Safeguarding
 SEND Uniform

Negative Behaviour Subcategories

Damage to property Disruptive Behaviour Low Level Online Physical incident Positive Handling Refusal to complete work Refusal to follow instructions Serious Incident
 Verbal Incident Work completed to a poor standard

Record to include:

Name of pupil

Name of other pupils involved

Name of staff dealing with incident

Location of incident

When the incident took place

What happened during the incident

What actions were taken as a result of the incident, including sanctions

Follow up needed

Name of people informed of the incident

Script to inform parent of an incident in school

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our school rules, which are set out in our behaviour policy. [You may want to reference the specific rule]

This has been promptly followed up in school with [insert brief description of what the school has done, [e.g. talk with pastoral lead, missed break time]].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

To Parents of ,

As you were informed by telephone today, x has been working out of class as a result of their behaviour. This is known as an internal suspension.

The behaviour for which x was internally suspended was ...

X has been spoken to about this behaviour and we hope you will reinforce the message at home that this is not acceptable.

We look forward to welcoming x back into class tomorrow and seeing an improvement in their behaviour.

Kind regards,

Headteacher

Appendix 7

Stage 1 Support Plan – Week 1 & 2	
Student Name:	Year:
D.O.B	Teacher:
Date:	Review date:
Brief overview of nature of difficulties	
Pupil Voice	School Voice
Brief overview of impact of difficulties	
Pupil Voice	School Voice
Child's strengths and interests	
Pupil Voice	School Voice
Targets Agreed:	
Wave 1 Support Agreed (Adaptations to Quality First Teaching):	
Review and assessment of impact: (if there has been no or limited impact moved to second cycle)	
Pupil Voice	School Voice

Stage 1 Support Plan – Week 3 & 4 Review		
Date:		Review date:
Meeting with Parents:		
Brief update of nature of difficulties		
Pupil Voice	Parent Voice	School Voice
Brief update of impact of difficulties		
Pupil Voice	Parent Voice	School Voice
Child's strengths and interests - update		
Pupil Voice	Parent Voice	School Voice
Targets Agreed (amend previous if needed):		
Wave 2 Support Agreed (Graduated Response 1):		
Review and assessment of impact: (if there has been no or limited impact move to stage 2 support plan)		
Pupil Voice	Parent Voice	School Voice

Stage 2 Support Plan (Week 5 – 8)

Student Name:	Year:
D.O.B	Teacher:
Date:	Review date:

Brief update of nature of difficulties

Pupil Voice	Parent Voice	School Voice

Brief update of impact of difficulties

Pupil Voice	Parent Voice	School Voice

Child's strengths and interests (anything to update)

Pupil Voice	Parent Voice	School Voice

Amended Targets Agreed:

Wave 2 Support Agreed with advice from SENCO and / or Learning Mentor (Graduated Response 2):

Review and assessment of impact: (if there has been no or limited impact moved to second cycle)

Pupil Voice	Parent Voice	School Voice

Stage 2 Support Plan (Week 9 – 12)		
Review		
Date:	Review date:	
Meeting with Parents, SENDCO & Learning Mentor:		
Brief update of nature of difficulties		
Pupil Voice	Parent Voice	School Voice
Brief update of impact of difficulties		
Pupil Voice	Parent Voice	School Voice
Child's strengths and interests (anything to update)		
Pupil Voice	Parent Voice	School Voice
Targets Agreed (amend previous if needed):		
Wave 3 Support Agreed (Graduated Response 3):		
Review and assessment of impact: (if there has been no or limited impact arrange a meeting with SLT)		



Mini Vinnies Award



Congratulations to

For living out the school Mission Statement by

***Journeying in the light of Christ,
together we live and learn***

School Council Award



Congratulations to

for |

Ready	Respectful	Safe

Thank you for going above and beyond!

You are invited to join me for a mug of hot chocolate in a special gold mug!


Well done and keep up the good work.

From Mrs Healy



Look out for #HotChocFri 



 Virtues to live by

has been noticed for living out this virtue.

Love of learning <input type="checkbox"/>	Belief <input type="checkbox"/>	Honesty <input type="checkbox"/>
	Charity <input type="checkbox"/>	
Love of neighbour <input type="checkbox"/>		Forgiveness <input type="checkbox"/>
Respect & courtesy <input type="checkbox"/>	Resilience & Perseverance <input type="checkbox"/>	
	Patience <input type="checkbox"/>	Kindness <input type="checkbox"/>

A NOTE FROM _____

I HAVE NOTICED GOOD BEHAVIOUR!

_____ WAS

READY RESPECTFUL SAFE

WHAT DID YOU SEE?

 **Acts of Kindness** 

This person was spotted being kind:

They did the following:

Spotted by:

Good Work—Science

Cillian H, Sophia P, Aoife A, William H, Freddie J, Joseph A, Isaac BB

Stars of the week

Matilda McD, Meabh CP, Samuel RH, Luke T, Luke M, Violet T

Hot Chocolate Friday

Anya B, Edie W, Finley C

Mini Vinnie Award

Phoebe P for living out the school mission statement

School Council Star

Harvey C A for consistently following the school rules

Acts of Kindness

Clara T, Luke T, Freddie J, Erin M

Reading Awards

50,000 words - Willow L, George T / **100, 000 words** - Sophie B, Aaban Q, Anna S, Elliot WM, Violet T, Heidi V / **500,000 words** - Lucas T, George SS

Lexia - Sofia HD

Maths Awards

Numbots - Emmanuel A, Bethany S, Dahlia BC, Malik S

TT Rockstars - Eleanor R, Phoebe P, Merryn TW, Chiemerie A, Sofia HD, Rebecca S, Darcie F, Asiah-Leigh W, Nancy H, Clara T

Vocab Ninja

Sofia HD, George H, Aoife A