



BEHAVIOUR and RELATIONSHIPS POLICY

LEADER / CO-ORDINATORS	Mrs J M Farrimond Mrs K Gillard Mrs P Maiden
GROUPS INVOLVED IN DISCUSSION	Headteacher Senior Leadership Team All Staff Governing Body Pupils Parents
LINK TO SCHOOL IMPROVEMENT PLAN	Priority 1 - Further develop the Catholic Life of the school to ensure the school remains Outstanding.

‘Trust in the Lord with all your heart and do not lean on your own understanding; in all your ways, acknowledge Him and He will make your paths straight.’
Proverbs 3:5-6

I. DOCUMENT PURPOSE AND INTENT

- 1.1 At St. Aidan's Catholic Primary School, we recognise that the personal development of pupils' spirituality, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We believe that everyone has the right to feel safe in school; everyone has the right to feel happy in school; everyone has a duty to help all members of our community. We therefore aim to provide an education that affords pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards others, an understanding of their social and cultural traditions, promotes safety of all groups regardless of sexuality or gender identity and an appreciation of the diversity and richness of others.
- 1.2 Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. In the formation of its Behaviour and Relationships Policy the Governing Body must have regard to guidance issued by the Secretary of State. (See Behaviour and Discipline in Schools, Guidance for Governing Bodies DfE 2011).
- 1.3 The Governing body will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of pupils and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.
- 1.4 Good behaviour promotes an atmosphere conducive to a quality learning environment where everyone may achieve their full potential because every pupil matters at St. Aidan's.
- 1.5 St. Aidan's is a Roman Catholic Primary School and as such we believe that the ethos of the school must, in all its spiritual, moral and cultural aspects, reflect the teachings of Christ in the Gospels, in accordance with the rites, practices and teachings of the Catholic Church. We work together for our common mission of:
‘Hand in Hand, in the Image of Jesus, we grow together and celebrate who we are.’
- 1.6 Development of self-esteem, mental health and wellbeing is at the heart of the process of achieving good behaviour and discipline. The approach used by staff in dealing with behaviour must be based upon an



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effective, clearly stated and consistently applied whole school policy, with clear rewards and sanctions, linked to whole school approaches to mental health and wellbeing.

- 1.7 It is important at St. Aidan's Catholic Primary that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring Christian community, whose values are built on mutual trust and respect for all. The school's Behaviour and Relationships Policy is therefore designed to support the way in which all members of the school can live and work together considering the pupils' stage of development, family context of others or setting. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.8 St. Aidan's Catholic Primary has a clear code of conduct, but our Behaviour and Relationships Policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. It is a whole school Behaviour and Relationships Policy supported and followed by the whole school community, parents, teachers, pupils and governors, based on a sense of community and shared values.
- 1.9 St. Aidan's Catholic Primary rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour, to provide a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment. It makes clear to pupils the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- 1.10 This document is set in accordance with other policies: Pupil Protection, Anti-Bullying, Equal Opportunities, Drugs and Alcohol, Positive Handling, Medicines in School, Uniform, After-School Club, Extra-Curricular Clubs, Attendance and Punctuality.

2. AUDIENCE

2.1 This policy is distributed to:

- All teaching staff
- All support staff
- All school staff
- School governors
- All families (via the website)

2.2 Copies of the policy are available at school or via the website.

3. PRINCIPLES FOR BEHAVIOUR SUPPORT

The following principles underpin and support this policy

- Punctual and regular school attendance is an essential pre-requisite to effective learning
- Early identification of problems and intervention with solutions is paramount
- Guidance, training and support should be available for all staff to enable them to continue to develop their skills in managing behaviour
- Inclusion of pupils with emotional and behavioural difficulties wherever possible supported by alternative or complimentary provision where necessary.



4. AIMS

4.1 The overriding aim is the development of the self-esteem of all members of the school community.

4.2 We aim to do this by: -

- assisting everyone to achieve their best possible personal relationships and work capabilities
- using positive strategies to help people achieve their capabilities via constantly noticing and publicly celebrating their achievements
- helping everyone develop the ability to make responsible choices about their own learning and social behaviour
- encouraging and promoting feelings of self-worth and respect for self and others
- supporting positive behaviour approaches which parents have established at home
- encouraging respect for themselves, others, property, learning environment and surrounding areas

5. RESPONSIBILITIES FOR BEHAVIOUR MANAGEMENT

5.1 There are three main areas of responsibility for behaviour management:

- School

Teacher / Staff in charge of pupils

Pastoral Manager -	Mrs. P. Maiden
Inclusion Manager -	Mrs. L. Bannister
Care Club Manager -	Mrs K. Haydock
Key Stage Leaders -	Mrs. V. Gregory (EYFS)
	Mrs. K. Crabtree (Key Stage 1)
	Mrs A. Wood (Assistant Headteacher / Upper Key Stage 2)
Deputy Headteacher -	Mrs. K. Gillard (Lower Key Stage 2)
Headteacher -	Mrs. J. M. Farrimond

Governors

- Pupils
- Parents

5.2 Our School Approach:

The Elton Committee (1989) reported that:

'Schools which put too much faith in punishments to deter bad behaviours are likely to be disappointed.. Punitive regimes seem to be associated with worse rather than better standards of behaviour'.

The Committee goes on to say:

'However, this does not mean that punishments are not necessary. Schools need to establish a healthy balance between rewards and punishment..Pupils should learn from experience to expect fair and consistently applied punishments for bad behaviour which make the distinction between serious and minor offences apparent.'

In St. Aidan's Catholic Primary School, therefore, we aim to establish a balanced approach.

5.3 RESPONSIBILITIES IN SCHOOL

5.3.1 The main responsibility for most pupils for the huge proportion of time lies **with the teacher leading a class at any given time.**

5.3.2 Strategies for dealing with improving positive behaviour and handling misbehaviour are covered in 'Strategies For Behaviour Modification'.



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5.3.3 When misbehaviour is persistent or deteriorates over a given period of time, then we use a line management system of dealing with the problem, the school's leveled approach (see 9.7) and 4-step grid shared with parents.

1. Class Teacher			
2. Phase Leader			
EYFS	KSI	Lower KS2	Upper KS2
Mrs Gregory	Mrs Crabtree	Mrs Gillard	Mrs Wood
3. Deputy Headteacher	Mrs Gillard		
4. Headteacher	Mrs Farrimond		

5.4 Teaching Good Behaviour

- Pupils should be aware on a daily basis about our expectations, good self-discipline should be a way of life within our school. However, opportunities for actually teaching issues relating to good behaviour should be adopted by teachers and are found within our PHSE curriculum and many other aspects of our school curriculum.
- Time will be allocated from the opening week of any academic year to stress the importance of our high expectations.
- At the start of each year, for example, class rules MUST be established, with frequent reminders throughout the year.
- In addition to this, frequent referral will be made in assemblies, not least in the weekly award and reward sections of our whole school events.
- Periodically, there will be occasions when a re-emphasis may be necessary if behaviour deteriorates at any time.
- We are firmly of the view that high-quality education is intrinsically linked with high standards of behaviour.

6. WHAT WE MEAN BY GOOD BEHAVIOUR

6.1 Pupils will behave well when they know clearly what is expected of them. At St. Aidan's we want our pupils to be:

- Helpful and kind to each other
- Polite, friendly and respectful
- Conscientious and hardworking
- Meet the mission of school and live out the school threads of

CHOICE	RESILIENCE	IDENTITY	RESPONSIBILITY

6.2 The following are examples (in no particular order of importance) of how we would wish our pupils to behave:-

6.2.1 Care for the school environment - picking up litter, wiping shoes before entering the building.

6.2.2 Caring for each other - particularly if someone is upset, lonely or hurt.

6.2.3 Respecting Rules

- Co-operating with the requests of adults in school.
- Looking and listening carefully to the teacher and each other.
- Listening to and respecting other people's opinions during discussions and not interrupting.
- Working to the best of your ability in class at all times.
- Coming into assemblies in silence and behaving respectfully.
- Behaving appropriately when not directly supervised e.g. walking around school, in toilets.
- Respecting the properties of others.
- Responding immediately to teachers' requests.
- Apologising to others when you have done something wrong.
- Being honest with others.



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- Showing kindness and empathy to everyone
- For taking care of each other and our school
- For speaking only thoughtful and considerate words
- For using good manners
- Following instructions
- Always trying my best to complete my work
- Moving safely and quietly around the classroom and school
- Being ready to start my lessons

6.3 Pupils may also be praised for:

- Academic and non - academic achievement
- Improvement
- Punctuality
- Attendance

7. HOW WE ENCOURAGE GOOD BEHAVIOUR

7.1 All staff members at St. Aidan's has agreed to:

- explain and demonstrate the expected standard of behaviour
- encourage pupils to be responsible
- praise pupils for behaving well
- highlight good behaviour as it occurs to as wide an audience as possible
- reward individuals and groups for good behaviour
- let parents know about their pupils' good behaviour
- ensure that criticism is constructive
- use behaviour charts in encouraging improvement
- keep pupils motivated

7.2 This is a collective responsibility towards all pupils in and around school. The responsibility of teaching behaviour is a partnership between home - school - parish - community - peers.

The need for good behaviour permeates through all aspects of school life, from Nursery through to Year 6 and is integral to our Pupil-Home-School Agreement.

7.3 ADULTS

All adults should remain true to the knowledge that their own work and behaviour towards other adults and pupils must always be in accord with the School Mission Statement and school's policy so that adults serve as a role model to which all the pupils will aspire.

7.4 PUPILS

We will encourage everyone to:

- show respect for each other (be kind, polite and helpful)
- show respect for property of others
- be polite and friendly
- always work to the best of our ability
- listen when someone else is talking
- walk quietly around school
- finish work on time

7.5 In addition to the whole school behaviour expectations, all class teachers will have their own class rules, made by the pupils, and clearly displayed within their classrooms and areas.



8. KEY PERSONNEL AND THEIR ROLES

8.1 All staff have an induction at the start of their employment in school where this policy, and many others linked or relevant, is outlined. Staff new to school are supported by their Phase Leader. ECTs are supported by the school tutor and via appropriate training providers.

8.2 All pupils deserve to learn in an environment that is calm, safe, and supportive, and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils should be taught that they have a duty to follow the school Behaviour and Relationships Policy and uphold the school rules and should contribute to the school culture. Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the Behaviour and Relationships Policy. Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. Schools might wish to repeat elements of this induction for all pupils at suitable points in the academic year.

8.3 The Class Teacher

Or a HLTA / Level 3 Teaching Assistant responsible for the class

8.3.1 Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school Behaviour and Relationships Policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

8.3.2 Provision is made for all new pupils to ensure they understand the school's Behaviour and Relationships Policy and wider culture. Where necessary, extra support and induction is provided for pupils who are mid-phase arrivals.

8.3.3 It is the responsibility of class teachers to have exemplary high expectations and ensure that the school rules are promoted in their classes, and that their classes behave in a responsible manner during lesson time as they strive to ensure that all pupils work to the best of their ability.

8.3.4 All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

8.3.5 The class teacher will treat each pupil fairly and enforce the classroom code consistently. The teachers treat all pupils in their classes with respect and understanding.

8.3.6 If a pupil misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on CPOMS.

8.3.7 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each pupil. The class teacher may, for example, discuss the needs of a pupil with the education social worker or LA behaviour support service, often with the support of the Inclusion Manager and Pastoral Manager.

8.4 Other Staff in School

Teaching Assistants, Office Staff, Mid-day supervisors, any staff employed by the governors or working within the school building

8.4.1 All staff within school will follow the steps within 9.7 and principles outlined in 7. It is important that all staff have ownership for the paper-work systems and complete the CPOMS when they have dealt with an issue.

8.4.2 Key Stage Leaders and SLT

Middle and Senior Leaders will support all members of staff. They will naturally adhere to section 8.1 but will also support all staff members. They will take on the decisions beyond the expectations of other staff; will sit in on meetings



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with parents and pupils, to support the staff member and will take the lead when necessary and in line with the leveled approach.

8.5 Pastoral Manager

8.5.1 The Pastoral Manager will work closely with other staff and in particular the Headteacher and Inclusion Manager to give support to pupils who experience difficulties with their behaviour, which may impact on the learning of themselves and others.

8.5.2 The Pastoral Manager will remove pupils from the classroom to deliver planned programmes of work, discuss progress made with pupils, evaluate pupil progress with teaching staff, parents and other professionals. Pupils who are disruptive and who have been removed from class may visit the Pastoral Manager, including support for pupils with a Child Centred Plan (CCP) for Behaviour and Pastoral Support Programmes.

8.5.3 There is a leaflet available on the school website which briefly explains the role of the Pastoral Manager for pupils and parents.

8.6 The Headteacher

Deputy Headteacher, in their absence

8.6.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour and Relationships Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school.

8.6.2 The Headteacher must determine measures which aim to:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, among pupils, self-discipline and proper regard for authority;
- Ensure all staff be aware of the school's child protection policy, the staff Behaviour and Relationships Policy/code of conduct, the safeguarding response to children who go missing from education and the role and identity of the designated safeguarding lead and any deputies;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- otherwise regulate the conduct of pupils.

8.6.3 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour.

8.6.4 The school leadership team should be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

8.6.5 All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use fixed-term 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. It is the Headteacher's own professional judgement to consider on individual circumstances when considering whether to suspend or permanently exclude a pupil. This information is routinely reported to the Full Governing Board each term through the Headteacher's Report.

8.6.6 The Headteacher (or Deputy in their absence) has the responsibility for giving fixed-term suspensions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a pupil. These actions are taken only after the school governors have been notified.



8.7 The Governors

8.7.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

8.7.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

8.8 Parents

8.8.1 The role of parents is crucial in helping schools develop and maintain good behaviour. St Aidan's Catholic Primary collaborates actively with parents, so that pupils receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read them and support them.

8.8.2 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their pupil's welfare or behaviour.

8.8.3 If the school has to use reasonable sanctions to punish a pupil, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then the school governors thereafter. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

8.8.4 Parents will ensure that children will be dressed appropriately for school in line with the School Uniform Policy. This includes no jewellery other than watches to be worn. Parents / carers will be asked to remove ear-rings, remove nail varnish and tie children's hair back so that it does not interfere with their learning. This also includes appropriate school shoes (black only) and for boys: grey / black socks; girls: white or grey socks and grey tights. In cases where a pupil consistently wears inappropriate shoes the pupil will be asked to wear their school pumps. If a pupil does not have black school pumps, school will provide them with a pair from the school 'stock'. Parents will also ensure their pupils wear appropriate PE kits, never football kits.

8.8.5 Parents will ensure that their child's attendance and punctuality are good, in line with the school's policy. Where parents are more than 10 minutes late collecting a pupil at the end of the day, without informing school, the pupil will be placed in the After School Club, where a cost will be incurred. This is also the same for pupils attending any extra-curricular clubs.

8.8.6 We hope that parents and families will trust school to address any concerns families may have rather than feel the need to resolve conflicts themselves when issues are school related.

8.8.7 Through regular up-dates and following government advice and legislation, parents and families will support school in ensuring pupils are not allowed access to internet sites and social media beyond their age, e.g. Facebook and Instagram age restrictions are 13 years old and therefore not an issue that school would expect to need to address. **School will not address any social media issues, or issues outside of school, beyond the age of primary school pupils.**

8.8.8 The parents will always be invited to be part of a consultation process when the policy is reviewed.

9. RESPONSES TO DESIRED BEHAVIOUR

9.1 Positive recognition and response is paramount at St. Aidan's. Maintaining a positive culture requires constant work and we aim to positively reinforce the behaviour which reflects the values of the school and prepares pupils to engage in their learning. Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions. Acknowledging good behaviour encourages repetition and communicates the school community's



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expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff. Whole-class sanctions will only be applied where all members of the class have been involved in the negative behaviour.

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

9.2 AT AN INDIVIDUAL LEVEL

9.2.1 Positive recognition is given for behaviour and for academic work

- Achievement of desired behaviour,
- Efforts towards trying to achieve these
- Improvements in behaviour

9.2.2 Rewards are given by the class teacher or other member of staff's discretion, in the form of 'People in the Pot' for EYFS / KS1 or 'Hands' for KS2.

INDIVIDUAL REWARDS		
'PEOPLE IN THE POT' RECEPTION and KEYSTAGE 1 'HANDS' KEYSTAGE 2		
Teachers Discretion	Outstanding achievements	Headteacher's Award
1 or 2 points / people in the pot OR a 'Hand' given for <ul style="list-style-type: none"> • academic work • desired behaviour • efforts towards these 	<ul style="list-style-type: none"> • In KS1 and KS2 the pupil will receive a 'Hand'; these will be individualised with the pupil's name and displayed in the hall and on the school website. • Any pupil who receives a 'Hand' will be presented with a special letter to take home to their parents/carers to celebrate their achievement. 	<ul style="list-style-type: none"> • The Headteacher will award the pupil with a gold sticker or will send a postcard home. It is, therefore, vital that staff ensure the HT is kept well informed.
Pupils in Key Stage 1 will receive 'People' to put into a jar - once the jar is full the whole class will receive a treat		
Pupils in Key Stage 2 will receive 'Hand' Points - these are recorded in the classrooms and on a display in the hall. The pupils receive rewards based on how many hands they have achieved throughout the year.		

9.3 Class rewards are given at the class teacher's discretion if targets have been achieved for that week. Class targets can be set according to the specific rule that is being followed that week.

9.3.1 Rewards could include:

- Extra play time
- Extra story time
- Class quiz
- Congratulating pupils
- Kind words of encouragement from the teacher
- Using the pupils' name
- An approving look / smile
- Highlighting good examples with peers
- Positive comments or symbols in work (marking)
- Treats
- Stickers and stamps of approval
- Star pupils of the week award at 'hand' Assembly
- Extra games session
- Postcard home from relevant member of staff, including Headteacher



9.4 'HAND' POINTS

Pupils in KS2 aim to receive 'Hands' throughout the year and will achieve rewards to match.

Milestone	Reward
50	Own clothes Day the following day
100	Ice-lolly the following day
150	Choose from The Basket from Mrs Farrimond
200	Special Headteacher Treat To be decided, based on number of children

9.5 HOW DO WE DISCOURAGE INAPPROPRIATE BEHAVIOUR

- Ensure that all the pupils are aware of school / class rules
- Praise / reinforce good behaviour
- Consistency in attitude and approach
- Positive reinforcement
- Promote a caring and friendly atmosphere
- Reward System
- Keeping Parents informed at all times
- Keeping records of unacceptable behaviour
- Focus on the positive
- Highlight good behaviour
- Keep pupils motivated

9.6 RESPONSES TO INAPPROPRIATE BEHAVIOUR / SANCTIONS

9.6.1 When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school Behaviour and Relationships Policy. The priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm.

9.6.2 The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

9.6.3 Our main approach to promoting positive behaviour is to reward good behaviour. Nevertheless, we also need to show our disapproval of poor behaviour. Occasionally, pupils forget our aims for good behaviour and are inconsiderate towards others. We try to prevent this happening, but sometimes it may be necessary to deal with persistent misbehaviour.

We consider:

Deterrence	Protection	Improvement
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9.6.4 The strength of sanctions used should always be in direct proportion to the perceived misbehaviour.

9.6.5 When dispensing sanctions, staff should be mindful of the individual pupil, their age, their specific needs, (sometimes SEND) and their dignity following the sanction. Our aim is to modify behaviour, not to humiliate, overreact or use blanket punishment. Appendix 3 is used to inform all staff of the needs of pupils with an EHCP or those identified as particularly vulnerable. We place a strong emphasis on understanding our pupils in order to provide effective and appropriate support.



9.6.6 In class the teacher may encourage a return to good behaviour by:

- waiting to start until everyone is quiet and attentive
- giving positive eye contact / disapproving looks
- their tone of voice
- raising of hand; waiting for pupils to copy
- reinforcing rules
- using the pupil's name
- asking the pupil to be last out to play or lunch etc.
- identifying the specific problem / rule broken and give a quiet warning
- highlighting consequences of bad behaviour
- speaking to a pupil outside the room / to one side then re - admit
- expecting pupils to listen carefully to instructions in lessons.
- in cases of incomplete work, where the teacher believes this is due to poor attitude (as opposed to inability to complete) - a pupil's 'free time' e.g. lunch / play time could be used for catching up.
- expecting pupils to try their best in all activities.
- ensuring the safety of the pupils in all situations.
- speaking to a pupil at the end of a teaching session.

9.6.7 No caution or sanction should be given in a psychologically harmful way that may criticise a pupil as a person.

9.6.8 TIME OUT

Pupils in Years 3 to 6 understand that we use 'Time Out' as a sanction to ensure a safe and positive learning environment. Pupils at 'level 2' will spend the following break time with a teacher reflecting on their actions and how they can improve / make better decisions in the future. Parents are informed that their child will be attending Time Out only if the incident is serious. In KS2 a formal record of pupils attending Time Out is kept on Teacher Shared. This is a restorative approach and should be a positive and supportive experience for the pupils.

9.6.9 Attention to pupils should be minimal when they are attention seeking or disruptive.

- Praise positive behaviour of other pupils
- Spend more time with pupils with good behaviour
- Share good behaviour
- Isolate the pupil with inappropriate behaviour and speak to them privately, away from other pupils
- Try to ignore the bad behaviour
- Send to a more senior member of staff - Hierarchy of Discipline - see below for Guidelines

9.6.10 Every class and shared area of school have RED cards with the area they are kept clearly labelled. These are used should there be an emergency and a staff member needs support. Pupils are regularly reminded that should they be given a red card they need to pass it on to the nearest member of staff.

9.7 STRATEGIES FOR BEHAVIOUR MODIFICATION

9.7.1 In this section we deal with suggestions relating to members of staff improving the behaviour of pupils in their care. No one strategy 'fits all' though, in difficult circumstances staff should employ a range of strategies for managing the situation. Each individual strategy should be consistently applied, giving reasonable time for it to work.

9.7.2 Using Consequences:

The problem with punishments is that they can appear more effective than they actually are because they usually have the effect of stopping undesirable behaviour immediately within that moment. A punishment can suppress the problems with the very real risk that a problem thus suppressed will emerge elsewhere. A punishment does not actually teach a pupil any positive behaviour to replace inappropriate behaviour. Punishment can teach pupils that threats and coercion are a way of getting what you want; therefore, it is more appropriate to display the desired behaviour as pupils then have a model to adhere to.



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We prefer to use the idea of logical consequences, which should always be used in a calm, consistent and predictable manner. Consequences should be certain rather than severe and, if possible, allow the pupil to make reparation for any harm they have done. Consequences should be aimed at the behaviour, not the pupil and should come as soon as possible after the inappropriate behaviour. Used in this way, consequences encourage the pupil to take responsibility for his / her actions and do not damage his / her self-esteem.

9.7.3 Principles for using consequences:

1. Always give a warning - this gives the pupil the opportunity to change his / her behaviour.
2. State exactly what the pupil has done that has led to the consequences being applied, eg "Danny, you've broken our 'hands up' rule...."
3. The responsibility for the consequence should be placed on the pupil, i.e. the pupil has chosen to behave in a certain way, even after warning.
4. Re-establish a working relationship with the pupil after the consequence has been applied.

Remember: if consequences are used to reduce misbehaviour, the misbehaviour must become less frequent - if it doesn't, it is not an effective consequence.

The Elton Report described the effective use of consequences as:

"being firm rather than aggressive, targeting the right pupil; criticising the behaviour not the person; using private rather than public reprimands, being fair and consistent and avoiding sarcasm and idle threats."

9.7.4 CLASSROOM MANAGEMENT

Good classroom management and organisation avoids many of the difficulties which affect behaviour. The following list of suggestions may help to improve organisational skills:

1. Prepare all lessons thoroughly and have a clear structure to the content of the lesson. Have materials available to cater for the needs of all pupils.
2. Prepare furniture, books, apparatus etc. before pupils arrive.
3. Arrive at classrooms before pupils and communicate your behavioural expectation on how they enter.
4. Gain silence before speaking.
5. Give clear instructions.
6. Modulate your voice and use changes in tone and volume to aid in achieving your expectations.
7. Keep moving around the class encouraging, marking etc.
8. Develop effective questioning techniques:
 - a) Information recall question - What is the capital of Britain..?
 - b) Naming question - What do we call a baby cow...?
 - c) Observation question - What happened to the man in the story....?
 - d) Control question - Will you sit down David....?
 - e) Open ended question - Imagine there were no trees - how would this affect dogs lives...?
9. Make appropriate demands upon pupils with varying abilities.
10. Be firm, fair and consistent.
11. Remember - pupils are human. Tolerate mistakes and differences with acceptance and constructive humour.

9.7.5 A PUPIL'S PERSPECTIVE

Pupils say that good teachers:

- Keep order
- Explain clearly
- Are fair
- Don't pick on pupils
- Don't have favourites
- Don't punish unfairly
- Are friendly and good humoured.

9.7.6 REMOVE TEMPATION

Make movement around the room minimal. Have all items needed for a lesson accessible within the classroom.



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9.7.7 CHANGE SETTING

Change the way books are given out or who sits where...

9.7.8 PROMPTING

It may be more effective to repeat instructions e.g. "What I asked you to do was ..." rather than giving attention to inappropriate behaviour. Other examples: "I'm glad to see Karl getting on with his work.."

9.7.9 SELECTIVE USE OF ATTENTION

Disruptive behaviour is often a means to gain attention in a socially unacceptable manner.

- a) **Attention need not be overt:** A nod, wink or smile can be a great positive reinforcing boost.
- b) **Attention can be switched off:** Ignoring undesirable behaviour so long as it is not disruptive to the point of interfering with others.
- c) The pupil who escalates his / her attention seeking after attempts not to reinforce them, may be satisfied with being simply watched while the teacher continues with the task.
- d) **Using other pupils' attention:** e.g. pairing pupils who are opposites and get them to record how well each other works.
- e) **Praising good behaviour.**

9.7.10 TIME OUT FOR REINFORCEMENT

If a pupil is so disruptive, following reasonable attempts of other strategies, the pupil may benefit from being removed from the classroom and consequently the audience (if it is believed that the 'audience' is a factor in the misbehaviour). A period of no more than 5 - 10 minutes buys respite for the teacher and allows the pupil to reflect and calm down. This must be carried out in a positive rather than dismissive manner or it will invite resentment. Similarly, leaving a pupil unattended for extended periods may result in restlessness, disengagement, resentment, and the possibility of the pupil attempting to leave the classroom.

9.7.11 PARADOX

For the pupil who refuses to work as an attention-seeking ploy, you could state "you will not be allowed to do anything today". The pupil is then placed in the position where s/he receives minimum stimulation while maximum praise is directed to those on task. Requests to rejoin the group must be ignored. Allow him / her to rejoin the group at *your* convenience not his / hers.

9.7.12 LEVELS APPROACH

As a school we use a clear levels approach to sanctions for inappropriate behaviour, see Appendix 1.

10. BULLYING

10.1 Bullying of any kind is unacceptable at St. Aidan's Catholic Primary School. If bullying does occur, all victims will be treated in a supportive manner and listened to in an atmosphere of positive concern. Pupils should be able to tell and know that all incidents will be dealt with promptly and effectively.

10.2 Bullying is the use of aggression with the intention of hurting another person. It is a deliberate, repeated hostility towards a victim. It involves an imbalance of power and results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, or any kind of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments

- Homophobic because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber bullying E.g. through the internet / chat rooms / MSN etc. It can also include mobile threats and any misuse of associated technology.



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10.3 Not all aggressive behaviour is bullying. It is important to be clear about the distinction between bullying and isolated acts of aggression or hostility or even quarrelling - we understand that all pupils can fall-out from time to time. Behaviour, which appears to be bullying, may be exhibited by some pupils, especially young pupils, without the intention or awareness that it causes distress. Some individuals may feel bullied, even when there is no intention from others to cause them distress. Such perceptions of bullying will nonetheless be taken seriously as a reflection of the individual's vulnerability.

11. THE SCHOOL'S APPROPRIATE PAPER-TRAILS

11.1 CPOMS

11.1.1 This is key platform to use to ensure the support and strategies in place are successful and that all major stakeholders, including parents, are fully aware of these strategies, systems and future consequences should a pupil move through the 'levels' of challenging behaviour.

11.1.2 If a pupil misbehaves in class and breaks the established 'The School Behaviour Code' and then the event should be logged on CPOMS, if the member of staff deems it to be serious enough. Often, behaviour at Level 1 will not go on CPOMS. It may be that the event will not be repeated - however if the trouble persists it is essential that we have specific details of poor behaviour, which can be reported to parents, if necessary, as a Level 2 response. It also allows staff to track for 'trends' in negative behaviour, e.g. following a lunchtime, following a PE lesson, following a weekend. At Level 2 we would report on CPOMS.

11.2.3 Staff members can use CPOMS at any time if they feel more comfortable having any incident recorded.

11.2 INCLUSION / SEND

See Inclusion / SEND Policy for when pupils' behaviour is supported by school systems for Inclusion, led by Mrs. L Bannister as Inclusion Manager.

With all pupils, and particularly those with Special Educational Needs and Disabilities (SEND), we adopt a nurturing approach that carefully balances care and challenge. We aim to provide attuned warmth, consistency and positive relationships alongside clear structure, high expectations and a strong focus on achievement.

We recognise that many pupils with SEND present with developmental levels that are significantly below their chronological age, and staff take this into account when supporting learning and behaviour. In the Early Years, curriculum provision is primarily centred on the prime areas of learning, with a particular emphasis on Personal, Social and Emotional Development (PSED). In Key Stages 1 and 2, pupils with SEND follow the age-appropriate curriculum where this is appropriate, ensuring they have opportunities to access learning alongside their peers.

Across all phases, positive behaviour is consistently reinforced using praise, rewards such as stickers, and positive role modelling by staff. Key person group time is used effectively to support emotional regulation, communication and relationship-building. Where appropriate, PSED targets are incorporated into pupils' Individual Care Plans and Education, Health and Care Plans (EHCPs). Clear rules are established and regularly referred to throughout the day to promote consistency and understanding.

Wherever possible and appropriate, pupils with SEND are fully included in class-based learning, educational visits, sacramental and liturgical celebrations, and wider school activities, enabling them to participate meaningfully alongside their peers.

12. POSITIVE HANDLING STRATEGIES AND RESTRAINTS

12.1 The definition of restraint is the positive application of force with the intention of calming and overpowering the pupil. The use of restraint requires judgement and knowledge of non-harmful methods of control. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force should always be the minimum needed to achieve the desired result, meaning to use no more force than is needed.



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12.2 Reasonable force will only be used as a last resort when other behavioural management strategies have failed or when pupils or staff are at risk. Members of staff have 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 at the school or among pupils.

12.3 Positive Handling should only be used when all other strategies which do not employ force have been tried and found unsuccessful or in an emergency.

12.4 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap pupils. Staff only intervene physically to restrain pupils or to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of pupils. A range of teaching and non-teaching staff have had Positive Handling training (Spring 2022 with SLT, Phase Leaders and Pastoral Manager receiving an update in May 2023).

12.5 Types of incident where the use of force may be necessary are given as:-

- Action due to imminent risk of injury
- Action due to imminent risk of significant damage to property
- Action where a pupil is compromising good order and discipline

12.6 Examples of situations

- A pupil attacks a member of staff, or another pupil;
- Pupils fighting;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects;
- A pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others;
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).
- A pupil persistently refuses to obey an order to leave a classroom.
- A pupil is behaving in such a way that is seriously disrupting a lesson.

12.7 At St. Aidan's Catholic Primary School, all staff have a duty to keep pupils and adults safe and therefore all staff are deemed authorised by the Headteacher to exercise restraint. The approach will be to de-escalate

situations, however in the event of restraint becoming necessary, before touching the pupil, the member of staff should advise the pupil calmly and repeatedly about what they are going to do and why. This gives the pupil time to change his/her behaviour in order that the restraint would become unnecessary.

12.8 The Headteacher, Leadership Team and Governors need to ensure that, as far as possible, preparation and planning has taken place to identify areas where physical restraint might be used. However, the school may also have to intervene in circumstances where preparation and planning have not been possible. When physical restraint takes place, the school will always endeavour to protect pupils and adults from physical harm, however, there may be cases in which some discomfort and/or bruising may occur, to both staff and pupils, as a result of the restraint taking place. If physical restraint is necessary to manage the behaviour of an individual, it would be appropriate to instigate a Child Centred Plan (CCP) during de-briefing meetings.

12.9 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.

12.10 IMPLEMENTING POSITIVE HANDLING

12.10.1 A second adult, where possible, should be called to reduce the risk of the member of staff or pupil suffering bodily harm and as a witness if allegations of assault are made later by the pupil.



12.10.2 While intervening, the member of staff must:-

- employ minimum physical force necessary for the minimum period needed
- wherever possible keep talking to the pupil and give choices as to how they could behave in a manner that would avoid the need for restraint
- avoid committing any act of punitive violence
- keep his or her temper.

12.10.3 Types of restraint which may be appropriate:

- Tactics in which a young pupil is non-physically restrained without injury until the young pupil calms down (e.g. talking calmly and purposefully to the pupil, removing other pupils from the vicinity)
- Physical contact with a young person designed to control the young person's movements, which pose a danger (e.g. holding hands, holding by the arms against the side of the body). Standing by the side of the young person is likely to minimise the risk to adult and young person.
- The holding of a young person's arms or legs to prevent/restrict striking/kicking.
- The use of sufficient physical force - without causing injury - to remove a weapon/dangerous object from a young person's grasp
- Physically preventing a young person from exposing themselves to possible danger by leaving the premises.

12.10.4 If restraint is required for an extended period (for example, more than five minutes), a senior member of staff must monitor the situation closely with a view to safeguarding the pupil and the staff concerned.

12.10.5 After the incident, it is vital that a **full report is completed** (Appendix 2) by all concerned in order to support the pupil, the members of staff involved, any other pupils involved and the parents. In the event of an incident when physical restraint is required, forms to be completed are:

1. an incident form within 24 hours.
2. If possible, all staff and pupils involved will undertake a de-briefing meeting with the Headteacher, or her representative, within 24 hours.
3. Incident recorded on CPOMS

12.10.6 The parents/guardians or carers should meet with the Headteacher as soon after the incident as possible.

12.10.7 If an injury has been incurred to anyone involved, the usual procedures regarding this will be followed.

12.11 RECORDING POSITIVE HANDLING SITUATIONS

- Where necessary, deemed appropriate by a member of SLT or the Inclusion Manager, children with SEND or an EHCP will have an 'All About Me' Profile (Appendix 3). These are updated annually or more frequently if new information is provided.
- All incidents of unacceptable behaviour should be recorded on CPOMS.
- This information is routinely reported to the Full Governing Board each term through the Headteacher's Report.

13. BEHAVIOUR STRATEGIES FOR SUCCESSFUL PLAYTIMES / LUNCHTIMES

13.1 Our expectations of reasonable behaviour at playtimes / lunchtimes are in line with behaviour in lessons with a slightly adapted structure (see below). We still have very high expectations. We appreciate that pupils' free time is a social time but, as such, pupils should understand what acceptable behaviour within society is. All pupils should play without disturbing or upsetting others; playing co-operatively and keeping hands and feet to themselves.



13.2 MANAGING BEHAVIOUR AT LUNCHTIME

13.2.1 Managing KSI Behaviour at Playtime / Lunchtime.

1. Pupils should be brought onto the playground in an orderly manner.
2. Pupils must respond to the second bell / whistle:
 - When the bell rings, pupils stand still and listen for instructions.
 - All classes are led into school by their teacher / member of staff.
 - Pupils should play mindful of the safety of themselves and others.
3. Playground Leaders support the pupils through play.
4. Mid-day supervisors should monitor all areas of the playground and look for signs of 'behavioural issues' emerging.
5. Mid-day supervisors must follow the school's Behaviour and Relationships Policy and use the 'levels' in the same manner that school staff do during lesson time.
6. If a problem occurs whilst on the playground the member of staff will explain this to the class teacher and enter a note on CPOMS for Level 2 behaviour. It is the expectation that the staff member will deal with the issues, however, and simply inform the class teacher.

13.2.2 Managing Key Stage 2 Behaviour at Playtime / Lunchtime.

1. Pupils should be brought onto the playground in an orderly manner.
2. The bell will ring for pupils to pack up lunchtime equipment.
3. Pupils must respond promptly to the whistle. On the first whistle, pupils should find a space, stand still, and listen for instructions. Subsequent whistles will signal for pupils to be called in by Year Group.
4. Pupils are sent in by class - lunchtime staff monitor this.
5. Pupils should not play or move onto grassy areas without permission.
6. Pupils should play mindful of the safety of themselves and others.
7. Football is allowed on the KS2 yard in the agreed area during lunchtimes. Pupils are not allowed to display over - reactions including intimidation and threatening behaviour.
8. Mid-day Supervisors are asked to monitor all areas of the playground including the field when in use.
9. Playground Leaders support the pupils through play.
10. Mid-day supervisors must follow the school's Behaviour and Relationships Policy and use the 'levels' in the same manner that school staff do during lesson time.
11. Pupils persistently breaking the rules should be recorded on CPOMS.

13.3 Playground Activities

To help the pupils towards a happy social time it is important that school provides pupils with activities and resources during lunchtime. This is our aim. These materials may include outside and inside play resources.

13.3.1 Pupils will be taught traditional playground games by buddies, playground leaders and mid-day supervisors.

13.4 POSITIVE REWARDS

Lunchtime Supervisors may

- discuss with the teacher about the giving of people in the pot/hands
- use the dinnertime good behaviour certificates and stickers

Pupils will be encouraged to

- thank the Lunchtime Supervisor
- listen to the Lunchtime Supervisors and treat them with respect

The Class Teacher will:

- reward pupils with house points/people in the pot according to the Lunch Supervisors' report
- reward the whole class appropriately when the Lunch Supervisor praises the whole class



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13.5 DEALING WITH MISBEHAVIOUR AND CONSEQUENCES AT LUNCHTIME

13.5.1 If a pupil's behaviour on the playground breaks the 'School Code of Behaviour' then they will be asked to stand with the adult for five minutes. If the pupil's behaviour does not improve then the pupil will be asked to stand with the adult, or by the wall, for the rest of the playtime. The adult on duty must then report the pupil's behaviour to the class teacher and then will record the behaviour at Level 2 on CPOMS. Misbehaviour during lining up, results in pupils being brought to the front of the line in the direct view of the member of staff on duty.

13.5.2 If a pupil is asked to stand with the adult for the duration of playtime then staff member will refer this to the class teacher and the pupil will be at Level 2 of the Staff Response to Levels of Misbehaviour identified above.

13.5.3 Mid-day Supervisors will:

- investigate any problems and follow the discipline procedure
- if pupils persistently behave poorly during the lunchtime period, the mid-day supervisor should seek the support of the class teacher and complete a section on CPOMS.

13.5.4 Teachers will:

- investigate any problems discussed by the lunchtime supervisors and follow the discipline procedure
- if pupils persistently behave poorly during the lunchtime period, the appropriate senior member of staff will be involved and investigate the problem - dependent on stage 2 to 4
- if particular pupils are still brought to the Headteacher's notice after level 4, the parents of the pupils may be asked to take their children home for their lunch

13.6 Wet Playtimes / Lunchtimes

Pupils must remain in their own classrooms. Opportunities for 'something to do' should be provided e.g. games / paper (for KS2) or songs / stories / videos (for EYFS / KSI). Year 6 Wet-Play Monitors will support the lunchtime staff will be aware that pupils who have experienced a wet playtime will not have had a chance to 'burn off' excess energy and may consequently be more disruptive in the periods following this time.

13.7 Dining Hall

Talking is permitted / encouraged; Meals are a social occasion, however excessive noise including talking / shouting to pupils on another table is unacceptable. Pupils must continue to follow the expectations within the policy and staff must be consistent and expect this.

14. SPECIAL NEEDS AND DISABILITIES

14.1 BEHAVIOURAL CRITERIA TO ENTER SEND REGISTER

- Repeated bad behaviour
- Teacher has tried all positive behaviour strategies, and pupil's behaviour has not changed
- Pupil continually disrupts lessons / attention seeking / aggressive / damages property / steals
- Pupil's learning is adversely affected by his / her behaviour and progress is limited
- Pupil disrupts the learning of others
- Pupil will have a CCP

14.2 CRITERIA FOR MOVING PUPILS THROUGH THE LEVELS

- Lack of improvement
- Targets on CCP not achieved
- All strategies failing
- Need for outside help



15. NON RETALIATORY PROGRAMME

15.1 We understand that this requires everyone's support and a lot of hard work. We also recognise that it may be against the ethos of the pupils' experience of play outside school. We need parental support, staff commitment and pupils' trust to make this work.

15.2 The rule is simple:

*We don't hit, but if someone hits me, then -
I tell a teacher.*

15.3 The pupils need to be encouraged to tell the teacher and not hit back. The teacher must support the pupil. The teacher must be seen to respond, otherwise the pupil will revert to retaliation.

15.4 The success of this programme will only be confirmed if all supervisory staff are involved in supporting it.

15.5 The Parents must support our programme even though it may go against their own advice in the 'home situation'.

16. MOVEMENT AROUND SCHOOL

All movement around school should be purposeful. Staff should see that all pupils are suitably supervised and expectations of behaviour should be high and frequently reinforced by appropriate rewards and praise for all staff.

17. FIXED-TERM SUSPENSIONS AND PERMANENT EXCLUSIONS

17.1 We do not wish to exclude any pupil from St Aidan's Catholic Primary but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for suspension, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Suspension from School and Pupil Referral Units* (DfES, January 2003). We refer to this guidance in any decision to exclude a pupil from school. The relevant Internet address is: www.teachernet.gov.uk/management/workingwithothers/safeschools/suspensions

17.2 Only the Headteacher (or the Deputy Headteacher in their absence) has the power to exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 4-5 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

17.3 If the Headteacher suspends a pupil, they inform the parents immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

17.4 The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the suspension period made by the Headteacher.

17.5 The governing body has a discipline committee which is made up of between three and five members. This committee considers any suspension appeals on behalf of the governors.

17.6 When an appeals panel meets to consider an suspension, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.



18. DRUG- AND ALCOHOL- RELATED INCIDENTS

18.1 It is the policy of this school that no pupil should bring any drug, legal or illegal, to school. If a pupil needs medication during the school day the parent or guardian would need to come to school and administer it. There are a very few circumstances where medication can be administered by school staff: long standing conditions, severe eczema, severe hay-fever, behaviour-supportive medicines or the need for inhalers, are some

examples. Any medication needed by a pupil while in school must be taken under the supervision of **two members of staff**. The school has a clear system for the administration of medicines (see Medicines in School Policy).

18.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any pupil involved will always be notified. Any pupil who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term suspension. If the offence is repeated, the pupil will be permanently excluded, and the police and social services will be informed.

18.3 If any pupil is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that pupil to be taken home.

18.4 It is forbidden for anyone, adult or pupil, to bring onto the school premises illegal drugs. Any pupil who is found to have brought to school any type of illegal substance will be punished by a temporary suspension. The pupil will not be readmitted to the school until a parent or guardian of the pupil has visited the school and discussed the seriousness of the incident with the Headteacher. If the offence is repeated the pupil will be permanently excluded.

18.5 If a pupil is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the pupil will be permanently excluded from the school. The police and social services will also be informed.

19. SCREENING, SEARCHING PUPILS AND CONFISCATION

19.1 In the unlikely event of the need to search a pupil who may be in danger, or present a danger to others, the staff are authorised by the Governing Body to conduct a search of the pupil's clothing and property. School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or

damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

19.2 The following guidelines should be followed:-

- explain to the pupil what is going to happen before the search, this will give the pupil time to give up the item
- two members of staff must be present (ideally at least one would be a member of the SLT)
- the search must take place in an appropriate location to minimize upset
- the Headteacher must be informed within 24hrs
- parents must be informed within 24 hrs.
- Use CPOMS to log the incident



20. CHILD-ON-CHILD ABUSE

20.1 Pupils are capable of abusing their peers. This can manifest itself in a whole spectrum of behaviours including-

- Bullying including cyberbullying
- Sexual violence and harassment
- Physical abuse
- Sexting
- Upskirting
- Initiation /hazing type violence and rituals

20.2 Children need to know how to report concerns and know that they will be listened to and supported. These should include:

- Procedures to minimise the risk of child-on-child abuse
- How allegations are recorded, investigated and dealt with. This is via the member of staff who the pupil confides in and then Designated Safeguarding Leads (Mrs J M Farrimond and Mrs K Gillard)
- Clear processes as to how victims, perpetrators and any other children affected will be supported
- Recognition of the gendered nature of child on child abuse but recognising, that all forms of this behaviour are unacceptable and will be taken seriously

20.3 As well as strategies for dealing with incidents, we foster healthy and respectful relationships through our mission statement and supported by our RSHE curriculum.

20.4 Child-on-Child abuse is dealt with at Level 3, reported to parents and reported on CPOMS. School staff will take all reports seriously, reassure the pupils and keep everyone safe. Staff will not promise confidentiality.

21. REMOVAL FROM CLASSROOMS

21.1 Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting.

The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

21.2 Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

21.3 Removal should be used for the following reasons: a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and c) to allow the pupil to regain calm in a safe space.

21.4 Removal should be distinguished from the use of separation spaces for non-disciplinary reasons.

22. CARE CLUB

Alongside the statutory school day, Care Club follows the Behaviour and Relationships Policy in the same way. Mrs K. Haydock is Care Club Manager.



23. THE POWER TO DISCIPLINE OUTSIDE OF SCHOOL PREMISES

23.1 Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

23.2 Any bad behaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

23.3 In all of the above circumstances the staff of the school are fully supported in their actions to discipline outside of school premises.

23.4 Disciplining outside of the school premises covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

23.5 In all of these circumstances the head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the pupil suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

24. RESOURCES TO SUPPORT THE BEHAVIOUR AND RELATIONSHIPS POLICY

Certificates for good work/behaviour

Hands

Essex Practising Positive Behaviour - A resource file available from the Inclusion Manager

Class Teacher Postcards

Headteacher stickers and postcards

25. COMPLAINTS PROCEDURE

Any concerns or complaints regarding behaviour in school, how a situation was handled or any other issue in school should be brought to the attention of the school. Our complaints procedure can be summarised as follows:

1. See your pupil's class teacher. Deemed to be an unsatisfactory outcome?
2. See the Key Stage Leader. Deemed to be an unsatisfactory outcome?
3. Deputy Headteacher. Deemed to be an unsatisfactory outcome?
4. Headteacher. Deemed to be an unsatisfactory outcome?
5. Put your complaint in writing to the Headteacher who will formally investigate the complaint. Deemed to be an unsatisfactory outcome?
6. Put your complaint in writing to the Chair of Governors who will investigate the Headteacher's actions. Deemed to be an unsatisfactory outcome?
7. Again put your complaint in writing to the Chair of Governors who will refer the matter to the Complaints Committee.



26. MONITORING AND REVIEW OF SYSTEMS

26.1 The school keeps a variety of records concerning incidents of misbehaviour, using CPOMS for Level 2+ behaviour and other aspects where a paper-trail will be useful. This is at the discretion of the member of staff. The Headteacher records those incidents where a pupil is sent to her on account of bad behaviour on CPOMS. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident on CPOMS, following liaison with the class teacher.

26.2 The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

26.3 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no pupil is treated unfairly because of race or ethnic background.

27. MONITORING AND REVIEW OF POLICY

27.1 The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

27.2 The Headteacher and governing body reviews this policy every two years. They may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved, to take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.

27.3 This document is produced in-line with the DfE 'Behaviour in Schools - Advice for headteachers and school staff' September 2022.

DISCUSSED AND AGREED BY RELEVANT STAFF	January 2026
DISCUSSED AND AGREED BY PUPILS AND FAMILIES	February 2026
DISCUSSED AND AGREED BY GOVERNING BODY	Quality of Education Committee 02 March 2026
MONITORING AND EVALUATION	September 2027 - By HT, Pastoral Manager, SLT, Senior Prefects for the start of the new academic year
Formal Review of Policy	September 2028

Signed: _____
Headteacher, Mrs J. M. Farrimond Chair of Committee



BEHAVIOUR AND RELATIONSHIPS POLICY

'Trust in the Lord with all your heart and do not lean on your own understanding; in all your ways, acknowledge Him and He will make your paths straight.'
Proverbs 3:5-6

LEVEL APPROACH TO SANCTIONS FOR INAPPROPRIATE BEHAVIOUR

Hierarchy of Discipline Procedure	Person Responsible for action	Action to be taken / sanction
<p>Level 1</p> <ul style="list-style-type: none"> • Minor breaches of class code of conduct • Treating others unkindly (e.g. not sharing) • Disrespect of class property • Not paying attention • Shouting out during lesson • Inappropriate movement around the room • Working slowly • Being off task • Intentional misuse of equipment • General silly behaviour • Name calling • Deliberately distracting other pupils • Making inappropriate noises • Not listening to instructions • Insolence - for example: • Answering back (stronger version may be at Level 2) • Disapproving looks • Tutting / smirking (assuming it is not a nervous response) • Failure to produce homework 	<p>Class Teacher</p> <p>Teaching Assistant</p> <p>All other relevant staff, including office and mid-day supervisors</p>	<p>This level of behaviour should normally be dealt with by the responsible adult(s) in charge.</p> <p>Options available to staff:</p> <ul style="list-style-type: none"> • discussion with pupil • give pupil opportunity for apology • TA keeps teacher informed • kept in at playtime if appropriate • Non participation in 'treats' • Time Out (for Key Stage 2), teacher's discretion as to whether parents need to be informed



Hierarchy of Discipline Procedure	Person Responsible for action	Action to be taken / sanction
<p>Level 2</p> <ul style="list-style-type: none">• Continual acts of Level 1 behaviour• Continual poor behaviour in class• Answering back / arguing with others• Disobeying adults (Welfare, TAs, helpers etc.)• Deliberate disregard of safety or self or others• Continuous failure to provide homework	<p>Class Teacher</p> <p>Key Stage Leader</p>	<p>Misbehaviour should mostly be dealt with by the class teacher but where persistent, the teacher may ask the pupil to spend some time with another class in their Key Stage. This will give the pupil the opportunity to be removed from class and chance to observe positive behaviour strategies of a different teacher. If the pupil is moved to another class, then the class teacher will log the events on CPOMS and take the opportunity to have a 'low key' chat with parents.</p> <p>Options available to key staff:</p> <ul style="list-style-type: none">• Speak to class generally / pupil• Remove pupil from group / class• Give each pupil opportunity to apologise• Kept in at playtime / lunchtime (Reflection Time)• Address issues through circle time• Rewards / Sanctions highlighted above• Use of a report card• Non participation in treats• Key Stage Leader informed• Class Teacher to contact parents• Support programme devised with the involvement of the Pastoral Manager• Time out - parents informed



Hierarchy of Discipline Procedure	Person Responsible for action	Action to be taken / sanction
<p>Level 3</p> <ul style="list-style-type: none"> • Continuous acts of Levels 1 and 2 behaviour • Deliberately injuring another pupil • stealing • Inappropriate use of language or swearing • Fighting (nipping, biting etc.) • Threats of violence (e.g. "I'm going to get you after school) • Acts of vandalism or graffiti • Acts that affect the British Values • Acts that affect the protected characteristic of 'age' 	<p>Key Stage Leader</p> <p>Deputy Headteacher</p>	<p>Misbehaviour should be immediately stopped by adult(s) in charge and referred immediately to Phase Leaders.</p> <ul style="list-style-type: none"> • Class Teacher will log incidents of this nature in the CPOMS. • Referral to Deputy Headteacher may follow if necessary. • Parents should be formally informed by Phase Leader immediately • appropriate sanction to be agreed between parents and co-ordinator • Written work related to behaviour • address issues through Phase assembly • temporary isolation from class • positive behaviour management programme may be needed if poor behaviour continues - inform Inclusion Manager • Continued support from the Pastoral Manager • Logging on CPOMS <p>Persistent examples of Level 3 misbehaviour will result in the use of the Report Card which will be shared with parents by the Phase Leader.</p> <p>More persistent examples of Level 3 Behaviour will result in a meeting with parents and the Deputy Headteacher.</p> <p>Options available to key staff at Deputy Headteacher level</p> <ul style="list-style-type: none"> • Rewards / Sanctions highlighted above • Referral to Headteacher <p>If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost.</p> <ul style="list-style-type: none"> • Headteacher to be informed



Hierarchy of Discipline Procedure	Person Responsible for action	Action to be taken / sanction
<p>Level 4</p> <ul style="list-style-type: none"> ● Continuous acts of Levels 1 to 3 behaviour ● Deliberate damage to school property ● Continual / persistent bullying - physical or verbal ● Continual stealing ● Indecent behaviour / inappropriate sexual behaviour ● Physical / verbal abuse towards a pupil or teacher / other adult, including retaliation or any serious injury to another pupil or adult purposely ● Truancy ● Acts that affect the protected characteristic of: <ul style="list-style-type: none"> ● Disability ● Gender ● Marriage ● Race ● Religion or belief ● Sex / Sexual Orientation 	<p>Headteacher</p>	<p>Persistent examples of Level 4 misbehaviour may result in fixed term suspension. Misbehaviour should be immediately stopped by adult(s) in charge and referred to the Headteacher.</p> <ul style="list-style-type: none"> ● Events logged on CPOMS. ● Parents should be formally contacted by the Headteacher either by letter or appointment to highlight the problem. ● Bullying, of any kind, is not tolerated. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour in line with our 'Anti-Bullying Policy'. While it is very difficult to eradicate bullying, we do our very best to ensure that all pupils attend school free from fear. ● Speak to class / year group at Phase Assembly. ● SEND review with Inclusion Manager, if appropriate. ● Involvement of external agencies e.g. Police Liaison Officer, T.E.S.S., CAMHS ● Case conference with parents and other adults involved. ● Targets for improvement will be set, with a timescale of approximately two weeks for review. ● If the review does not identify significant improvement, outside agencies will be involved. ● Further advice and fixed term suspension may need to follow. ● If a permanent exclusion is being considered, where no improvement in behaviour is observed, then governors will need to be involved.



Appendix 2

Positive Handling Incident Report

Name:		DoB		Year / Class	
Date of Incident		Time of Incident		Place of Incident	

**To be used in conjunction with 'All About Me' proforma (TS -> CCP -> AAM -> 2023/24)*

Name of Staff	
Name(s) of Witnesses	

Reason for Intervention (tick)							
Immediate danger of injury to self		Immediate danger of injury to pupils		Immediate danger of injury to staff			
Disruption to other pupils		Fighting		Assault		Verbal Threats	Accidental
To avoid damage to property		To prevent / interrupt absconding		Occurred within school grounds		Occurred Off-site	

De-escalation Strategies used prior to Intervention (tick)							
Chill Out time		Distraction		Stating consequences		Praise	
Give space		Reassurance		Other staff intervene		Repeat request	
Talk calmly		Negotiation		Planned ignoring		Humour	

Detail leading up to the incident / behaviour

Detail following incident / behaviour

Information Cascaded (tick)			
Headteacher	Class Teacher	Parents	CPOMS



All about me...

<u>What is important to me...</u>	<u>How I communicate with others...</u>	<u>How I interact with others...</u>
<u>My favourite things are...</u>	<u>You can help me by...</u>	<u>Things that keep me safe and well...</u>
<u>Effective strategies used...</u>	<u>Physical techniques recommended...</u>	<u>Support plan ...</u>