

St Joseph's Catholic Primary School, Wallasey



Behaviour Management Policy 2025/2026

Mission Statement:

"Love one another as I have loved you"

School Values:

<i>Service</i>
<i>Justice</i>
<i>Love</i>

School Vision:

We seek to build a welcoming, caring community of faith, where we love and serve our children to support them to gain all the necessary spiritual, academic, personal and social skills to succeed in our local and global community.

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Aims of the Policy:

1. To know we are all made in the image and likeness of God and to live out our Mission “Love one another as I have loved you” (School Mission Statement)
2. To promote the fundamental right within the classrooms, of teachers to teach and children to learn.
3. To encourage pupils to develop their independence through becoming responsible for their own behaviour and achieving self-discipline, regulation and control.
4. To develop the interpersonal skills which facilitate co-operation with others, problem solving and rational conflict- resolution skills.
5. To develop within children the ability to become fully participant members of both the school and the wider community.
6. To promote a nurturing and trauma-informed approach which is built on empathy (not sympathy), which understand that some children can exhibit behaviours that mask anxiety, struggles with learning or an unmet need.

“All behaviour is communication – so every effort must be made to understand it.”

Principles of the Policy:

- To teach pupils responsible behaviour and recognise those children who keep the rules and consistently display positive and exemplary behaviours
- To teach and motivate pupils to follow these rules and directions consistently and to choose to behave responsibly.
- To provide pupils with a consistent approach of positive encouragement that is built on mutual, respectful relationships.
- To ensure we take time to actively listen to children and young people, to understand what lies behind the behaviour/s they present with, and avoid jumping to conclusions, making assumptions or offering solutions.
- To provide a safe, calm, consistent and caring environment where individuals will feel valued, safe and happy and where Gospel values will be truly lived out.
- Parents and carers will be directed to a link to the Behaviour policy on the school website annually – paper copies will be available on request.
- A shared understanding and support for the principles by parents and carers is fundamental to the success of the policy.
- The culture in our school is set by how the adults behave to each other and the children ensuring we have absolute consistency.
- All consequences should be reviewed as restorative conversations – with appropriate responses that aim to scaffold a child’s behaviour to improve.
- All responses to unwanted behaviour should be immediate and consistent – and delivered in private wherever possible.
- Behaviour management is a team effort – all staff must deal with the behaviours they encounter.
- To get the behaviour we want, there can be no gaps in expectations or responses between the adults who work in a school on what matters. Passing students up the hierarchy for them to be dealt with by someone else works against the certainty we are trying to create.
- We need to teach (and reteach) the children the behaviours they need to be a successful member and learner in our school family.

A trauma –informed approach

At St Joseph's School, our staff have had training and studied a strong body of evidence, which shows that trauma can affect brain structures linked to learning, and the control of emotions and behaviour. These effects can make it difficult for children to engage with learning, make friends, develop and sustain positive relationships with the adults that support them. By being aware of this, all staff are able to identify and modify their interactions to ensure children feel safe and supported at school, and make small steps of progress to develop emotional regulation.

Our relationship policy provides the foundations for the behaviour policy. Adults all know that behaviour is understood as communication and that poor behaviour is as a result of an unmet need. All staff have been trained in ways to be in positive relationship with children, and each other, which helps everyone work together in a positive and productive way to support the emotional needs of our children and nurture positive behaviour. Our approach to relationships is based on the teachings of Trauma Informed Schools UK (TISUK). It is underpinned by educational practices which 'Protect, Relate, Regulate and Reflect'.

Safeguarding

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. All staff recognise that children are capable of abusing their peers. This is most likely to include, but may not be limited to, bullying (including cyberbullying), sexual violence, sexual harassment and sexting. At St Joseph's, abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We consider all child-on-child abuse to be unacceptable and any incidents will be investigated, logged and dealt with by a member of staff, and SLT will be alerted. Appropriate action will be taken and support given to both the victim and the perpetrator to recognise unacceptable behaviour inside and outside of school.

- All staff have read the guidance/advice released in July 2017 by the DFE called 'Preventing and Tackling Bullying'. This can be located on line via the link below.
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- All staff have read the DFE 'Keeping Children Safe in Education' 2024. This can be located on line via the link below.
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Roles and responsibilities

At St. Joseph's, we believe that our children learn best when they are clear about what is expected of them and are clear about what they are supposed to do.

It is essential that we all work together to ensure uniformity and consistency in the messages we give to children.

The governing board

- The Governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).
- The Governing board will also review this behaviour policy in conjunction with the Headteacher

and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

- The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1).
- The Headteacher will also approve this policy.
- The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behavior to all members of the school community
- Providing a personalised approach to the specific behavioural needs of individual pupils
- Recording behaviour incidents (using school system CPOMs)
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Promoting High Standards of Behaviour

All staff at The St Joseph's Catholic Primary School will:

1. Treat all pupils courteously, with warmth, care and respect.
2. Promote this courtesy between and among all adults and pupils. We will also promote good manners, in and out of the classroom. This will be especially important at lunchtime and social times.
3. Use "RWI prompts and countdowns" as the signal to be ready. We will use it relentlessly and we expect it to be responded to consistently e.g. 'team stop' should be done silently by all staff and followed by pupils. We also use magnet eyes, my turn your turn, and 1,2,3 to move around the room silently.
4. Always expect quiet, focused attention and body language in class, always bearing in mind the differential concentration spans of different age groups and the individual learning needs for those pupils on the SEND register. We expect chairs to be 'four legs on the floor'. We expect children to sit properly, have correct writing positions and not slump. We use the terms 'Ready, Respectful and Safe' to check in with the children and make sure they are ready for lessons to begin.

Every day, every adult who works at our school will strive to:

- Be calm, consistent and fair at all times (and be in control of themselves and their emotions before they address poor behaviour); a "loud" voice will only be used in emergency situations
- Be relentlessly positive (and regularly remind our pupils of the high expectations we expect of all of them)
- Build trusting relationships with all children they encounter throughout the school day (by meeting and greeting pupils with a smile each morning, welcoming them to school and engaging in caring conversations)

Parents and carers

Parents and carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school's use of the 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

All staff strive to: (This includes midday staff, admin and site staff, all teaching staff and SLT)	• To be fair • To be consistent • To know and work within the school policy and practice • To provide support for children and adults in the school • To be a positive role model for the children • To work in partnership with parents and carers to benefit the child's education
All pupils strive to:	• To adhere to all school rules in the classroom, dining hall and at playtimes • To respect other pupils' right to a safe learning environment • To alert a staff member to any incidents towards other pupils they witness or hear
All parents and carers strive to:	• To work in partnership with the school to benefit their child's welfare, wellbeing and education • To accept and work within the school rules • To know and work within the school policy and practice

Our School Rules

The School rules apply anywhere at any time during the school day and within the wider community (including school trips and events in other schools).

The St Joseph's Catholic Primary School Rules

1. Love One Another as I have loved you.
2. Be ready – ready for learning and the next activity.
3. Be respectful – respectful towards everyone, property and the school environment.
4. Be safe - keep ourselves and other people safe.

Philosophy Into Practice – regularly reviewed and discussed

- Every child has a right to learn; every teacher has a right to teach. Pupil behaviour which prevents this from happening must be acted upon.
- Rules are taught consistently and regularly. Every interaction is an opportunity to help, support and educate. We refer to our mission statement and recite it when we fall short. This helps to remind us of what we are here to do together.
- All teachers and adults must:
 - Display class rules
 - Praise and reward good behaviour seeking to be attentive to give our first attention to good conduct – use whole class DOJOs as an individual or whole class reward (aiming to receive 100 or an amount decided by staff and children every half-term), we will reward the whole class with their own choices of treats, which are determined by each class at the start of the year e.g. movie sessions, extra time in the playground/outdoor learning space
 - Refer to lanyards prompts when having discussions around behaviour

- Challenge unacceptable behaviour assertively.
- Be consistent to pupils who test the boundaries.
- Highlight unacceptable behaviour, NOT the child.
- Use RWI countdowns (1,2,3, silent team stop and so forth) and positive, calm encouragement to get children to move around classroom calmly and be ready for learning.
- Have the mentality of 'praise in public' and 'restorative discussion in private' – (PIP and RDIP).
- Staff will highlight the importance of telling the truth and being respectful to adults; discussing any behavioural issues.
- All staff will promote 'Wonderful Walking' – walking calmly (and quietly) into the classroom at the start of the school day and after each break and lunch time. Class teachers must always be in the classroom ready to greet at the start of the day, after break and lunch.

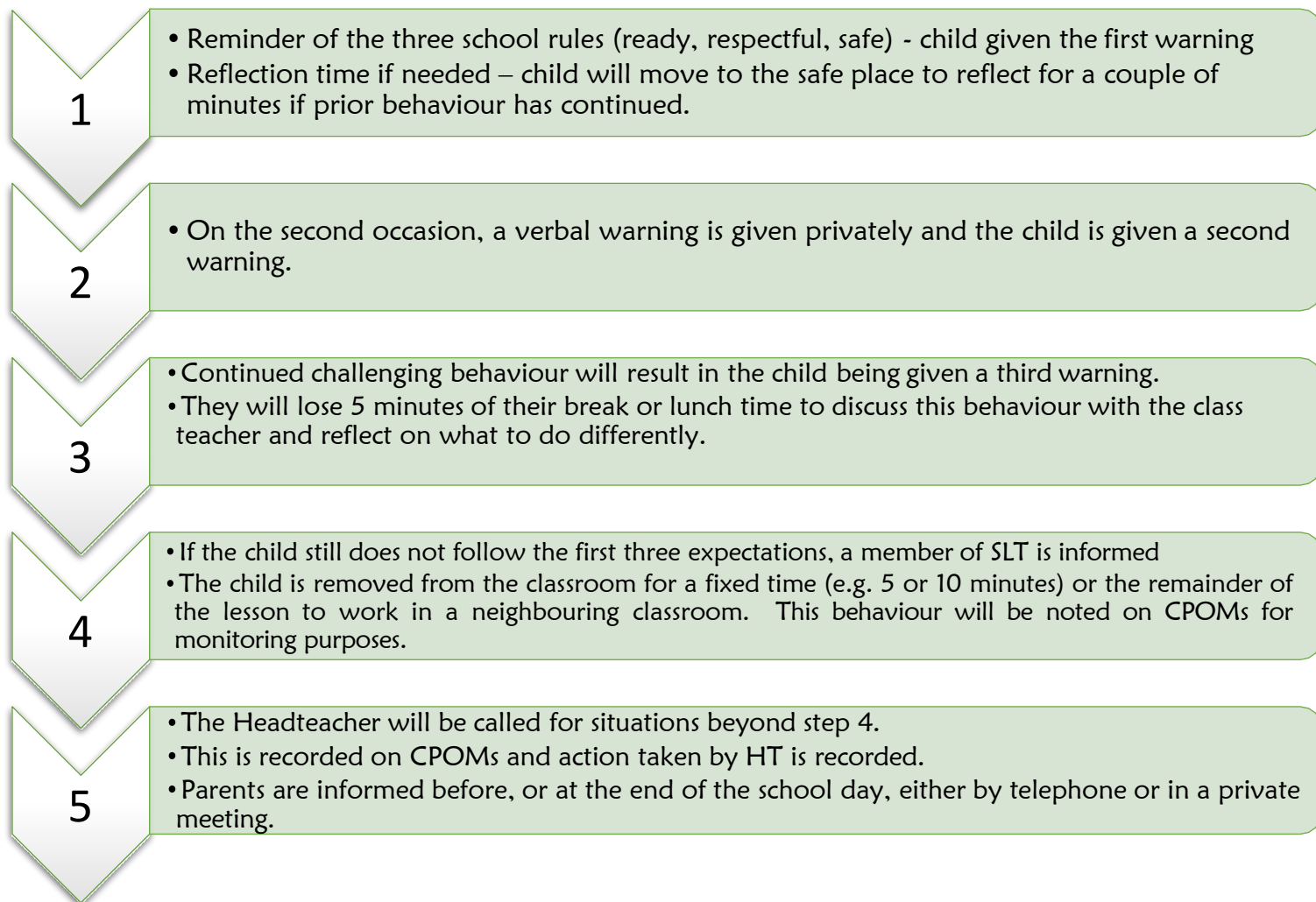
Ways we will recognise positive behaviour:

- Verbal praise and recognition;
- Super star of the day in class;
- Verbal praise to parents and carers in person, phone calls and DOJO messages home;
- Dojo points;
- Weekly celebration assembly awards (School value awards, TTRS, Spelling Shed, handwriting)

What we will do when dealing with unacceptable behaviour:

- Keep calm and, where possible, match the child's eye level;
- RDIP (restorative discussion in private) wherever is possible;
- Give the child choices and thinking time (to make an appropriate and acceptable decision);
- Remind the child of the rule they have broken and give examples of their previous good behaviour;
- Respond to behavior incidents in a way that is calm, proportionate, fair and based on the knowledge of a pupil's individual need.

Stepped Consequences:



Both steps at 4 and 5 should include an informal conversation by the class teacher or SLT with the child's parent/carer. Also consider the 'child's profile' - barriers to learning (including SEND), Individual Support Plan and targets – and potential positive interventions (e.g. ELSA, counselling, Individual Behaviour Plan, access to positivity zone – e.g. after school clubs or activities at lunchtime etc.).

SEND and behaviour

Some children attending our school may have social and emotional needs or have an EHCP, PFA or additional behaviour needs. Whilst the school will support these children, this does not mean that violence or abuse towards staff or pupils will be accepted. As stated previously, specific 'reasonable adjustments' may be necessary to ensure that pupils who find class time or unstructured time difficult will be supported appropriately. These 'reasonable adjustments' will be well thought-out and vary to meet the needs of the individual child. These adjustments may be temporary. Examples of these reasonable adjustments may be: children to access small groups at lunchtime with higher adult to child ratios, pupils to have access to the sensory room, pupils to have designated zones of play in the playground, children to have an individual timetable and so forth.

Adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section 'Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)'. We are mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

At St Joseph's, we ensure staff have good understandings of the individual needs of pupils with SEND, so we can offer the right support and make the necessary adjustments to the expected standard of behaviour in school. Support is given consistently and predictably, applied fairly and only where necessary.

We acknowledge some pupils' additional needs make it harder for them to follow routines set out in this policy. Staff are trained to anticipate any triggers of misbehaviour, and try to support pupils by preventing the triggers from occurring. In line with our trauma-informed approach, we teach coping strategies and support pupils to learn how to self-regulate. Individual triggers of misbehaviour and preventative measures are clearly outlined in pupils'

- SEND risk assessments
- Individual risk assessments
- Positive behaviour plans

Sanctioning pupils with SEND

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, school will:

- Take reasonable steps as to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices
- Determine to sanction a pupil with SEND by considering whether the pupil has understood the rule or instruction, was unable to act differently at this time as a result of their SEND or has a tendency to act aggressively due to their SEND
- Seek to understand the underlying cause of the behavior
- Use the graduated approach to determine needs

Repair – This may be a quick chat or a more formal meeting (restorative conversation) in which a reflective discussion takes place and an action plan is put in place with the child to ensure they feel supported to make better choices going forward.

The school operates a graduated approach to behaviour and the “stepping up” of behaviour to the senior leadership team supports our principles of supporting and identifying underlying behaviour issues.

Micro scripts (30 second intervention to support good behaviour choices):

- I have notice that you are not being... (refer to rules and child’s behaviour) right now.
- You have chosen to ... (refer to what is happening and what action to support behaviour will happen e.g. moving to another table, complete learning at another time)
- Can you remember yesterday/last week when you... (refer to previous positive behaviour)?
- That is who I need to see today...
- Thank you for listening... then give the child some ‘take up’ time.

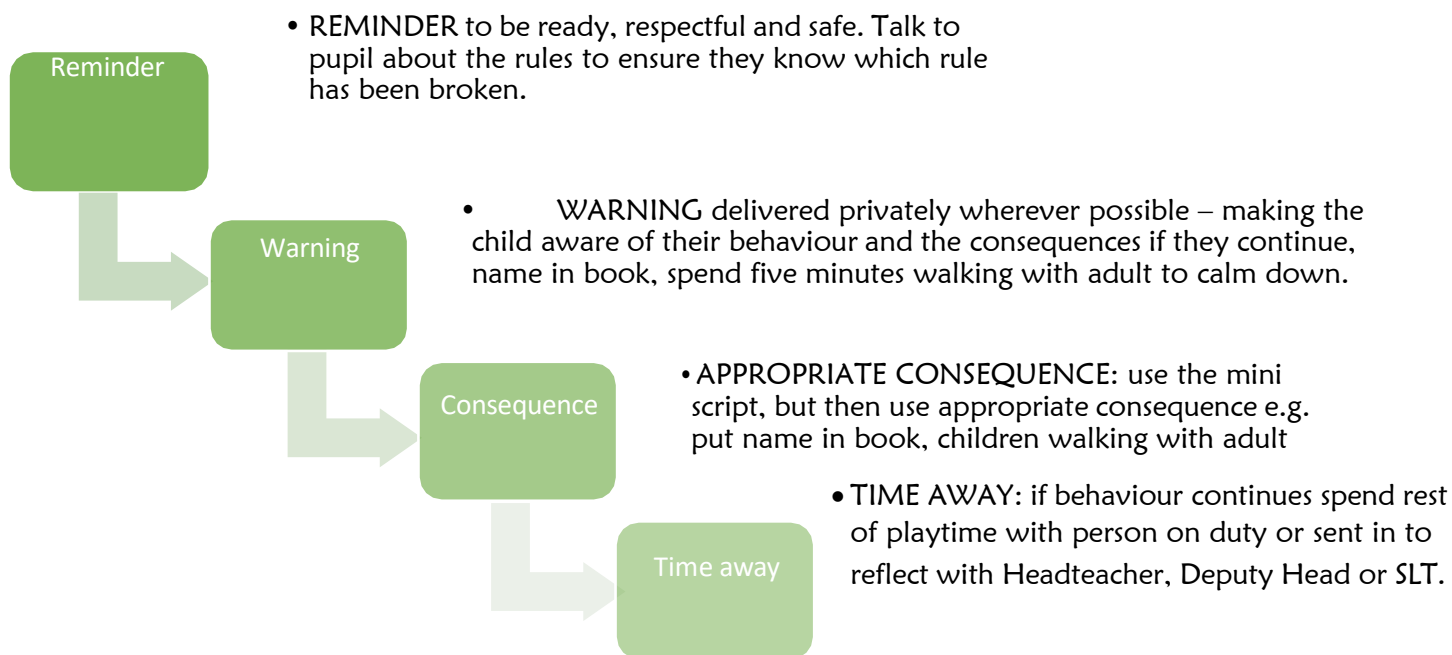
Restorative Questions (using up to 5 questions from the following will usually be sufficient):

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

Behaviour logs

Please refer to CPOMs where behaviour incidents are recorded in the Incident log with actions and resolutions for each incident. Incidents are tagged with the relevant categories e.g. ‘sexual harrassment’ ‘child-on-child’. We will make note of conversations with parents and carers here also. This is where incidents are tracked and reported to the Governing Body or any other bodies such as the Local Authority if necessary.

Playground stepped consequences



Lunchtime logs will be kept for each class and placed in a box on the playground for all lunchtime staff to access. At the end of lunchtime, we aim for all issues to be resolved with lunchtime staff and the lunchtime log book will be given to the class teacher and the class teacher will issue any rewards or further consequences that are necessary. For repetitive challenging behaviours on the playground or in response to physically or verbally aggressive behaviour, the teacher will decide that the child will miss some or all of their subsequent play to reflect upon what they have done and the affect it had on others.

If we identify that a child cannot manage their behaviour during less structured times such as lunch breaks, we will pre-emptively encourage them to take part in alternatives such as 'nurture lunch' or add more structure into their playtime.

When a child's behaviour does not improve at lunchtime despite all of the interventions then they may be issued with a lunchtime exclusion.

Consequences

Each child knows the behaviour expectations at St Joseph's. When these expectations are not being met, the school employs a variety of stepped consequences to enable children to understand that their actions are not acceptable.

Emotional intelligence and growth mindset are used as teaching tools for discussing and developing the school's code of conduct. The school promotes the gospel values at all times and all challenging behaviour matters are dealt with in line with Jesus' teaching on forgiveness.

Staff will use de-escalation techniques in order to deal with a child who causes disruption to their learning or that of others. The school will follow the policy of removing the rest of the class to another area if a child becomes unmanageable or poses a danger to others. Trained members of staff (team teach) will assist and will intervene physically to restrain a child in order to prevent an injury to another child/adult or if the child is in danger of hurting him/herself. A record of all physical intervention will be kept.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in 'Use of reasonable force in schools' (2013). Teachers in our school do not hit, push or slap children.

Serious breaches of the school's Behaviour Policy

We do not wish to exclude any child from school, but sometimes this may be necessary. The following decisions are all recorded on CPOMs and either a letter will be given to parents/carers explaining the decision and/or shared in a conversation either by telephone or in a meeting.

Internal exclusion – the headteacher (or SLT in the headteacher's absence will consult with the HT) may internally exclude a pupil in exceptional circumstances where previous consequences have failed to bring about an appropriate change to the child's behaviour, such as the use of aggressive language, the threat or use of violence and swearing. This will be used to ensure the safety of all members of our school family. Internal exclusion includes all break times and lunchtimes for the length of the exclusion.

Only the headteacher (or the acting headteacher) has the power to exclude a child from school.

Suspensions – the headteacher (or acting headteacher in her absence) may exclude a pupil from school in very exceptional circumstances. Suspension is used for very serious incidents or where previous consequences have failed to bring about an appropriate change in behaviour. When considering the period of a suspension, the headteacher will take into account a variety of factors in determining the number of school days a pupil is to be excluded. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year.

This will include:

- The age and level of maturity of the pupil
- The conduct record of the pupil
- The response of the pupil to the investigation of the incident
- Whether others (staff and/or children) have been hurt as a result of the pupil's actions
- Other factors may need to be taken into account depending on the nature of the specific incident and in relation to other policies, which may include Child Protection, SEND, and Anti-Bullying.

The DfE lists the types of circumstances that may warrant a suspension or permanent exclusion. These include:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Statutory guidance will be followed and a formal letter recording the exclusion is shared with parents where all legal rights are stated.

Suspensions can also include lunchtime exclusions. If a child's behaviour falls below an expected standard during the lunch break, we reserve the right to issue them with a lunchtime exclusion. In this instance, the parent is expected to collect them at the start of the lunch break and return them to school at the end of lunch break. In this instance, if a parent does not return the child to school after lunch, their afternoon session would count as an unauthorised absence.

During suspensions, parents are expected to ensure that their child is not out in the local community during the school day and should treat a fixed term exclusion as an opportunity to support their child in modifying their behaviour. These periods away from school should not be treated as a holiday and in order to support the school, parents should not allow their child to be involved in recreational activities (such as gaming or being on the internet for leisure purposes) during the time that they are excluded. There is an expectation (but not a

requirement) that the school will provide work during the suspension.

After each suspension, a reintegration meeting will be held. Parents are expected to attend these meetings and to discuss how both they and school can support their child in meeting the school's behaviour expectations moving forward. These meetings are a vital part of the exclusion process.

Permanent Exclusion – the headteacher may decide to permanently exclude a pupil following investigation:

- In response to serious breaches of the school's Behaviour Policy
- If allowing the pupil to remain in school would seriously harm the educational welfare of other pupils or others in the school (DfE Guidance)

If the headteacher excludes a child, the parents or carers will be informed immediately, giving reasons for the exclusion. At the same time, the headteacher will make it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school will inform the parents or carers how to make any such appeal.

The headteacher will inform the LA and the governing body about any permanent exclusion, and about any fixed-term suspension beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher. 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.

Behavioural Risk Assessment and Positive Support Plan

A behavioural assessment must be completed when there is any element of risk to pupil or staff member. This will be completed in conjunction with the family, Headteacher and SENDCO.

- The assessment will ask about the specific behaviours, who is at risk and how.
- The completion of the form involves determining the actual level of the risk with a numerical ranking
- This ranking will help determine the level of action taken
- The assessment is shared with others involved with the pupil as well as parents/carers
- The assessment and ensuing plan will have monitoring dates attached and this will be determined on an individual basis
- Positive Support Strategies are outlined to promote desired behaviours and to reduce risk-causing behaviours identified on the Behavioural Risk Assessments.

Responding to misbehaviour outside of school.

We have the power to issue sanctions to pupils whose misbehaviour occurs off-site or online, to an extent that it is reasonable. Situations where we might consider issuing a sanction for off-site misbehaviour include when a pupil is:

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

Additionally, we might consider sanctions when a pupil's actions:

- Could have repercussions for the orderly running of our school
- Could pose a threat to another pupil or member of the public
- Could adversely affect the reputation of our school

Additional Support

- There may be situations where additional behavioural support and advice is needed by the school. A referral may be made to another agency, such as an Educational Psychologist or Gilbrook Behavioural Outreach Unit.
- All such referrals will be made by the SENDCO and/or the headteacher, who will work in conjunction with parents/carers
- All staff should be aware of their own levels of coping at any one time and be comfortable to ask any other member of staff to support them in a difficult or stressful situation. They may need to withdraw from a situation for a short period of time. The headteacher, or a member of SLT, will check in with all staff members involved in challenging behaviour incidents.

Bullying:

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

Bullying is, therefore:

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

Bullying can include:

Types of bullying (definitions):

Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, pulling, taking another's belongings, any use of physical violence
Racial	Racial derogatory phrases, taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy, which can be found on our website, or you can request a paper copy via the school office.

Appropriate sanctions might be:

- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents/carers
- A 'community service' activity, e.g. litter picking on school field
- A period of internal exclusion (length dependent on incident)
- Suspension (fixed-term exclusion) - length dependent on incident - or permanent exclusion

The Legal Position

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline pupils for misbehaviour outside school - teachers have a specific legal power to impose consequences. Teachers can confiscate pupils' property.

However, a teacher's actions must not breach any other legislation (for example in respect of disability, special educational needs, race and/or other equalities and human rights) and it must be reasonable in all circumstances. Equally, a punishment must be reasonable and proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Physical restraint – Use of reasonable force to safeguard pupils

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

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

Staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMs where our behaviour log is kept and reported to parents/carers
- Guidance on the use of reasonable force can be in appendix 4

Extra caution is applied when using reasonable force on pupils with SEND, medical conditions, or other vulnerabilities. Additional considerations for age appropriate physical restraint within EYFS are proportionately applied.

Confiscation, Searching & Screening

School staff have a right to screen and search any pupils with consent. They also have the right to search pupils without consent if they suspect that the pupil is carrying any prohibited item. All searches by staff will be supervised by a member of the Senior Leadership Team. Any prohibited items (which may be searched for without consent) may include knives or weapons (made or adapted), alcohol, illegal drugs, tobacco or vaping products, fireworks, pornographic images and stolen items. School staff may also search and confiscate electronic devices, such as mobile phones, if there is reasonable suspicion that it may contain offensive or inappropriate material, which has been, or is likely to be used to commit an offence.

Prohibited items found in pupils' possession will be confiscated. A log of any searches will be kept on CPOMs and parent/carers will be informed of what has happened and why. Any items confiscated will not be returned to pupils. We will also confiscate any item, which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Whilst it is good practice to inform parents or guardians that there will be a referral made to the police, advice will be taken from the police if it is felt that a school representative needs to act as appropriate adult. The school is not obliged to inform parents/carers before a search takes place or to seek their consent to search their child. School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty. 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.

School staff can search students if they have a reasonable suspicion that a student is in possession of a banned item. Please refer to Screening, searching and confiscation, DfE (July 2023).

School staff will liaise with the police and other agencies if pupils are found to be in possession of any illegal item, including data, images or videos on their mobile phone. We reserve the right to delete any data or files from a pupil's mobile phone if we think there is a good reason to do so. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) July 2022

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programs for that child. We will work with parents and carers to create the plan and review it on a regular basis.

Pupil transition

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 with each other to pass on key information about the children. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools. CPOMs records are shared with new schools.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development. If you are interested in what CPD staff are given annually, please see separate staff training log available in the School Office and updated in line with staff CPD and also the Single Central Register.

Racism, Equality, Discrimination and Harassment

The school's Equality Policy sets out our commitment to challenge all forms of discrimination, which treats people differently because of the protected characteristics:

- age (for employees only);
- disability;
- race (includes ethnic or national origins, colour or nationality);
- gender;
- gender reassignment;
- maternity and pregnancy;
- religion and belief (includes non-belief);
- sexual orientation;
- marriage and civil partnership (for employees only)

The statement below concerns racism, but the underlying principles should be applied to all forms of discriminatory behaviour, which will be dealt with using the same process and recording.

Anti-Racist Statement

Our school does not tolerate racism. The school is aware of its responsibility to:

- Promote racial equality
- Promote good race relations
- Eliminate unlawful racial discrimination

It is committed to creating a positive climate that will enable everyone to work free from intimidation and harassment and to achieve their full potential.

Therefore:

- It will use all the powers and resources at its disposal to eliminate racist incidents.
- It will ensure that any complaint of racial discrimination or harassment is promptly investigated and that everyone is aware of their responsibility and the procedures to challenge and report it when it occurs.
- It will work with parents, police liaison officers, communities and other agencies to ensure that it is clearly understood that racial harassment is unacceptable.

Racist behaviour is defined as conduct or words which advantage or disadvantage people because of their race, colour, culture or ethnic origin. Racist incidents comprise all those unwanted actions, by a person or group, directed at people of different ethnic origins, which cause humiliation, offence or distress or interfere with their performance, or create an unpleasant working environment and which are motivated by racial considerations.

As such, they may:

- Comprise of remarks or actions associated with a person's colour, race, nationality or ethnic or national origin.
- Emphasise a person's colour, race, nationality, ethnic or national origin over their role as a pupil, member of staff or carer.

The behaviour associated with racial incidents may involve:

- verbal abuse and threats;
- threatening behaviour and physical violence;
- name calling, insult and 'jokes';
- racist comments or graffiti;
- ridicule of cultural preference;
- incitement of others to behave in racist ways through comments, badges or literature;
- refusal to co-operate with others because of their race.

We recognise that racist incidents will happen from time to time in our school. The fact that they are not always reported does not mean they are not happening.

Racism makes children's lives unhappy and can hinder learning. Children and parents are encouraged to share any worries they have at an early stage so that action can be taken immediately. Children may choose to talk to any member of staff they wish and/or share a written note.

Parents are encouraged to inform their child's teacher or the Head/Deputy Head of any concerns they have by discussion or in a meeting. Any report will be investigated and taken seriously. Complainants will be informed of the outcome and the appropriate sanctions applied (up to and including suspension). The school acknowledges that bullying and discriminatory behaviour against the protected characteristics have the potential to lead to more serious incidents and potentially cause significant harm. Therefore, they should be dealt with more swiftly and with great consistency. All racist incidences are recorded by the headteacher and reported to the governing body termly.

In line with our Anti-Bullying policy document, we adhere to having zero tolerance on homophobia. Pupils are taught that homophobic bullying and homophobic language is unacceptable. All incidents of homophobia are reported to the Headteacher and recorded on CPOMs.

Sexual Violence and Sexual Harassment

At St Joseph's School, we have a zero tolerance policy regarding unacceptable behaviour linked to sexual comments, behaviours or actions. We want to create a culture and ethos of respect, tolerance, acceptance and diversity, which makes it easier for pupils to call out incidents and make it harder for anyone to get away with sexist or inappropriate sexual behaviour.

We encourage pupils to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is. Children have regular PSHE sessions using the NSPCC 'Speak Up, Speak Out' materials and are taught 'no means no' among many other protective behaviours.

We ensure pupils know we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

Definitions:

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Our school's response will be:

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

While we will not tolerate the behaviour, we will not demonize anyone – we will support and listen to all of the pupils involved. Alleged perpetrator(s) will be offered support, so that they can change their behaviour. We will manage the incident internally and always speak to all parents/carers of children involved. If necessary, we will refer to the early help team or children's social care or report to the police.

We will decide what sanction will be applied on a case-by-case basis. The age and developmental stage of the alleged perpetrator(s) and the nature and frequency of the alleged incident(s) will be taken into account.

Appropriate sanctions might be:

- A verbal warning
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents/carers
- Lunch or class exclusion
- A 'community service' activity, e.g. litter picking on school field
- A period of internal exclusion (length dependent on incident)
- Suspension (fixed-term exclusion) - length dependent on incident - or permanent exclusion

We remind everyone in our school community that reporting incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and Full governing board every 2 years. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every year.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Equality Policy
- Anti-bullying Policy
- Relationships Policy

Appendix 1

Governing Body Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationship between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

- This written statement of behaviour principles is reviewed and approved by the full governing board every year and when the policy is renewed

St Joseph's Catholic Primary School

Behaviour Prompt Sheet

Expectations: We are ready, respectful and safe.		
<u>Routines</u> Use RWI prompts (positive encouragement to get pupils ready) Non-verbal cues Praise in public, restorative discussion in private (PIP / RDIP) Build caring, respectful relationships Use active listening skills when discussing issues with children Value our children, and listen and respect when they speak up and speak out		
<u>Adult consistencies</u> 1. Calm and consistent 2. First attention to consistently positive conduct 3. Be relentlessly positive		<u>Positive behaviour</u> 1. Super Star in class 2. DOJO Points 3. Teacher recognition verbally/messages and calls home to family
<u>Stepped Consequences</u> 1. 1st verbal warning 2. 2nd verbal warning 3. 3rd verbal warning: miss 5 minutes play to discuss and reflect 4. Alternative classroom – fixed time/ rest of lesson – SLT involved 5. Headteacher involved 6. Repair and restoration 7. Seek SENDCO/SLT support if behaviours persist.	<u>Micro-script</u> “I noticed you are...” “It was the rule about (being ready, respectful, safe) you didn’t follow when... ” You have chosen to ...” “Are you being (ready, respectful, safe) when you are...” “Thank you for listening.....”	<u>Restorative questions</u> 1. What happened? 2. What were you thinking/ feeling at the time? 3. What have you thought since? 4. Who has been affected by what you have done? 5. What do you think you need to do now to put things right?
<u>Restorative questions</u> - To help those affected by others' actions: What did you think when you realised what had happened? What have your thoughts been since? How has this affected you and others? What had been the hardest thing for you?		

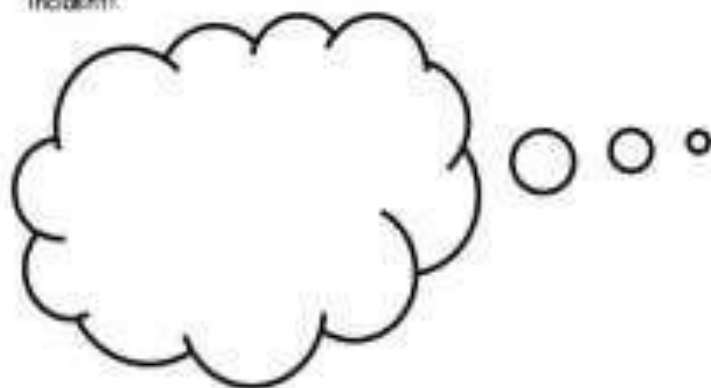
1. What happened?



2. What were you thinking about at the time?
How did it make you feel?



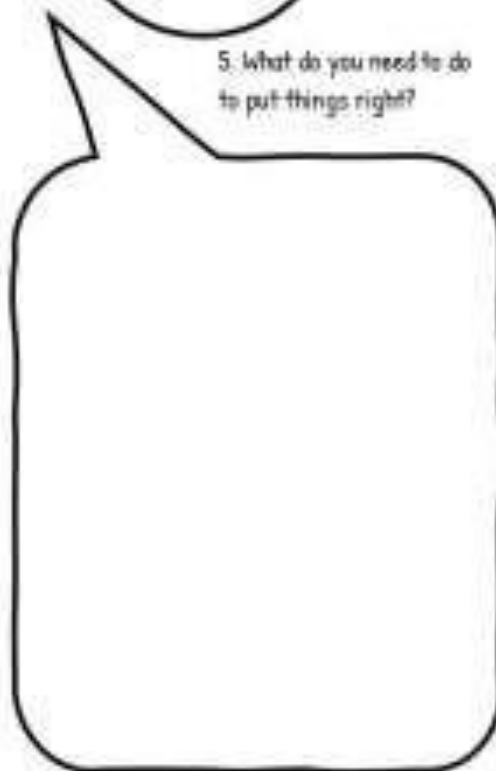
3. What have your thoughts been since the incident?



4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



5. What do you need to do to put things right?



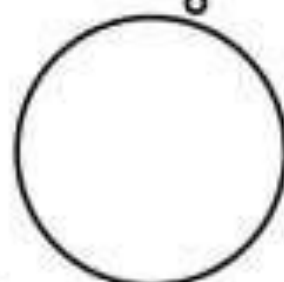
1. What happened?



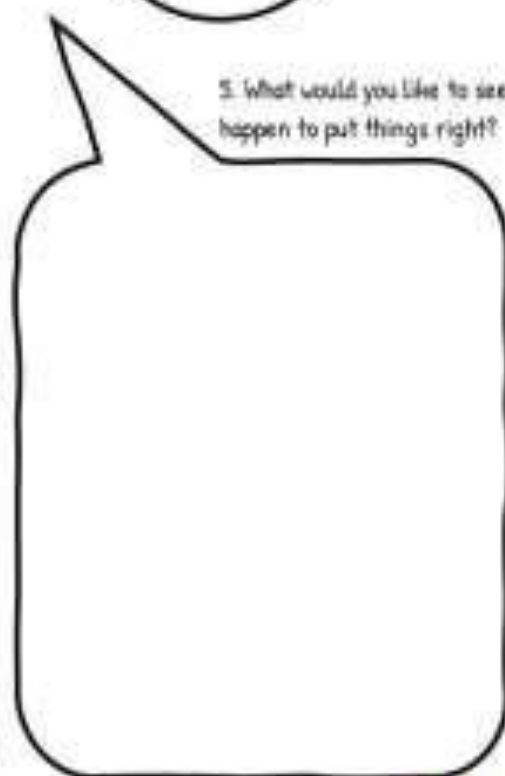
2. What were you thinking about at the time?
How did it make you feel?



3. What have your thoughts been since the incident?



5. What would you like to see happen to put things right?



4. How have you been affected by this?



Physical Intervention Policy

At St Joseph's School, we believe that pupils need to be safe, know how to behave, and to know that the adults around them are able to manage them safely and confidently. Whilst the emphasis in managing positive behaviour is on de-escalation, occasionally there may be a need for physical intervention using reasonable force. The document 'Use of Reasonable Force: Advice for Head Teachers, Staff and Governing Bodies: 2011' has been consulted in writing this section of the Policy.

The school Policy for using restrictive physical intervention is based upon a number of principles.

- The United Nations Convention on the Rights of the Child, states that all children have a right to be treated with dignity and respect, and to be protected from their own dangerous behaviour and that of others.
- The use of approved physical force to address challenging behaviour should, wherever possible, be avoided and only be used after all other de-escalation strategies have been exhausted.
- It is strongly advised that staff should not use physical restraint techniques unless they have undergone specialist training, particularly with respect to pupils with Special Educational Needs and/or a disability, however they may be in a breach of their duty of care if they do not physically intervene when it is proportionate, reasonable and necessary to do so.
- When the use of physical force is necessary to address challenging behaviour, it should be reasonable, proportional in the circumstances and maintain the safety and dignity of all concerned. It should be used in a manner which is consistent with the statutory duty upon schools to safeguard and promote the welfare of pupils and their staff.
- School staff have a legal power to use restrictive physical intervention without written permission from the parent or carer.
 - Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions and will only be used in circumstances when one or more of the legal criteria for its use are met
 - The pupil will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the unacceptable behaviour
 - Only the minimum force necessary will be used and as soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control
 - Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
 - A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
 - Procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

“Restrictive Physical Intervention” is the term used to describe interventions where bodily contact using force is used to control or manage a child's behaviour. It refers to any instance in which a teacher or other adult has to use “reasonable force” to control or restrain pupils in circumstances that meet the following legally defined criteria.

- To prevent a child from committing a criminal offence (*this applies even if the child is below the age of criminal responsibility*)

- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property (*including the child's own property*)
- To stop the child from engaging in any behaviour which is prejudicial to maintain the good order and discipline at the school.

There is no legal definition of “reasonable force”. However, there are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of an incident warrant it;
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

Schools can use physical intervention (reasonable force) to:

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

The intention of the staff and governors of St Joseph's School is to assess (identify hazards and hazardous behaviours), reduce (control the environment, issue clear guidance and facilitate training) and communicate (alert all stakeholders to risk and strategies deployed including Positive Handling Plans (PHP) Risk Assessments). Whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that may occur accidentally. Staff will use the minimum force needed to restore safety and appropriate behaviour.

There is no legal requirement for staff to have had any level of physical handling training in order to intervene. We have several members of staff trained in 'Team Teach'. It is recognised that staff may choose to respond with a technique from outside the Team Teach framework. This does not automatically render the use of such skill or technique necessarily improper, unacceptable or unlawful. Its use must be judged on whether or not it was reasonable, proportionate and necessary in those particular contexts and circumstances.

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons and we recognise the benefits of positive touch for our pupils for example:

- ❑ to comfort a pupil in distress (so long as this is appropriate to their age);
- ❑ to gently direct a pupil;
- ❑ for curricular reasons (for example in PE);
- ❑ in an emergency to avert danger to the pupil or pupils;
- ❑ rare circumstances, when Restrictive Physical Intervention is warranted.

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- ❑ the pupil's age and level of understanding;
- ❑ the pupil's individual characteristics and history;
- ❑ the location where the contact takes place (it should not take place in private without others present)

A proactive approach is most beneficial to the pupil, staff and other children in the school if a pupil is at risk of needing physical intervention. Whenever it is reasonably foreseeable that a pupil might require the use of a

physical intervention; a risk assessment should be carried out and a Positive Handling Plan (PHP) may be devised in conjunction with the staff involved, pupil and parent/carer(s). A PHP includes strategies to prevent and deal with reoccurrence in addition to planned restrictive physical intervention.

In order to maintain a positive relationship with the child, parent/carer and the member of staff, the headteacher (or senior member of staff) will speak to the parent/carer regarding any serious incidents involving the use of physical intervention. A record of incidents is maintained and are monitored to help develop policy and practice, inform risk assessment and management and identify training needs.

Restrictive Physical Interventions will be **ONLY** used when all other strategies have failed, and therefore only as a last resort or when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Although school staff are appropriately trained in restrictive physical intervention, it is our intention to de-escalate, defuse and divert first and foremost.



What happened?

What were you thinking about at the time?

What have your thoughts been since the incident?

How did it make you feel?

Write down in the body who has been affected by your actions. Label around the body how they were affected.



What do you need to do to put things right?

