



OUR LADY AND ST HUBERT'S CATHOLIC PRIMARY SCHOOL

Behaviour Policy

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Mission Statement

'At Our Lady and St Hubert's home, school and parish work together as we grow and learn that God is with us in all we do.'

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Appendix 1: written statement of behaviour principles

Appendix 2: Positive Behaviour Support Plan

Appendix 3: Behaviour Frequency Chart

Appendix 4: Put it right- reflection sheets



1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- <https://www.gov.uk/government/publications/behaviour-in-schools--2>
- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- <https://www.gov.uk/government/publications/school-exclusion#3A~3Atext%3DSchools%20and%20colleges%20must%20continue%2C-headteachers>
- <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

It is also based on the <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

In addition , this policy is based on :

- Section 175 of the <http://www.legislation.gov.uk/ukpga/2002/32/section/175>, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the <http://www.legislation.gov.uk/ukpga/2006/40/section/88>, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#behaviour-policy> explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the <http://www.legislation.gov.uk/uksi/2014/3283/schedule> paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy



- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Our School expectations at Our Lady and St. Hubert's Primary School

We have three school rules. These rules allow everyone to feel happy, free from threat and allows learning to take place.

1. Show good manners

- ❖ Listen carefully when the teacher or another student is speaking
- ❖ Raise hands and wait to be addressed when we have something to say
- ❖ Use polite kind words like please, thank you, you're welcome
- ❖ Walk around school sensibly
- ❖ Show respect to all adults and children in our school

2. Follow instructions

- ❖ This includes teachers, support staff, lunchtime supervisors, office staff, site managers, and cleaners

3. Love one another, look after everyone and look after everything

- ❖ Play and work together kindly without hurting anyone at all times
- ❖ Take care of equipment in the classroom and in the playground – picking up things even if you haven't dropped or used it.
- ❖ Keep your hands, feet, other objects and hurtful comments to ourselves

4. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting



- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Mobile phones are prohibited for all children. As part of transition to secondary school, Year 6 pupils are allowed to bring phones into school under the following conditions:
 - School and parental permission has been given
 - They are handed in to a member of staff on arrival at school
 - Are not used on the school premises under any conditions

5. Bullying

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

Bullying is, therefore:

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

We teach the children the acronym STOP (Several Times On Purpose) to help them understand what bullying is.



Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|--|--|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including: | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Details of our School's approach to addressing and preventing bullying are set out in our anti-bullying policy. [Anti Bullying Policy](#)

6. Roles and responsibilities

6.1 The Local Governing board

The Local Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Principal
- Monitoring the policy's effectiveness
- Holding the Principal to account for its implementation



The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

6.2 The Principal

The Principal is responsible for:

- Reviewing this policy in conjunction with the Local Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.3 Teachers and staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (Arbor behaviour log)
- Challenging pupils to meet the school's expectations

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

6.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly



- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

6.5 Pupils

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

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

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

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

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

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

7. School behaviour curriculum

Pupils are expected and taught to follow our school rules ensuring they:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other, including any visitors to the school Use of manners is expected for all children
- In class, make it possible for all pupils to learn Move quietly around the school
- Treat the school buildings and school property with respect Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Reflect on our British and Catholic Values to help support our behaviour

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



7.1 **Mobile phones**

- Pupils are not to bring Mobile Phones into school
- The only exception to this rule is if, under exceptional circumstances, it has been agreed with the Principal that the child is allowed a mobile phone in school or
- As part of Year 6 transition, a parent has asked for a mobile device to be brought into school to support the child making their own way home. This is done with the permission of the Principal.

No mobile phones are to be left in bags or classrooms. All mobile phones must be given in to the Main Office at the beginning of the day and collected only at the end of the school day. No Mobile phones should be switched on until outside the school gates.

8 **Responding to behaviour**

8.1 **Classroom management**

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Establish consistent routines and expectations.
- Display the Class Charter
- Use class dojo/ house points that link to or 6 C Curriculum to encourage positive behaviour.
- Consistent use of emotion coaching and de-escalation strategies to support pupils to self-regulate
- Develop a positive relationship with pupils, which may include:
 - Showing an interest in pupils and ensuring they feel important and valued (deliberate botheredness)
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Follow school procedures for dealing with low-level disruption
 - Using positive reinforcement



8.2 Safeguarding

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

Safeguarding Policy

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

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

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

8.3 Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- Verbal Praise
- Communication praise to parents, e.g. in person, by a phone call or written correspondence (6Cs)
- Certificates, Dojos/House Points, rewards or special assemblies
- Milestones rewards/ certificates for 25, 50, 75, 100 dojo points.
- 100 dojo points- children can wear their own clothes and have afternoon tea with SLT.
- Sharing successes (improvement in behaviour or exemplary behaviour) with SLT
- Stickers
- Positions of responsibility, such as house captain, monitors or being entrusted with a particular decision or project.
- Whole House, class or group rewards

8.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.



Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of Emotion Coaching strategies and scripts.

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

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

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

- ❖ A verbal reprimand and reminder of the expectations of behaviour
- ❖ Tactical time out
- ❖ Setting of written tasks such as an account of their behaviour through reflection time (Let's put it right sheet/ or an age appropriate equivalent.)
- ❖ Expecting work to be completed at breaktime if not completed due to misbehaviour
- ❖ Detention at break or lunchtime
- ❖ Reflection with the Pastoral Team at lunchtime
- ❖ Loss of privileges – for instance, the loss of a prized responsibility
- ❖ Referring the pupil to a senior member of staff
- ❖ Letter or phone call home to parents
- ❖ Agreeing a behaviour contract
- ❖ Removal of the pupil from the classroom
- ❖ Suspension
- ❖ Permanent exclusions, in the most serious of circumstances

Our Lady and St. Hubert's approach:

If misbehaviour occurs:

- ❖ A verbal prompt/ visual prompt (EYFS/SEN) warning is given
- ❖ Yellow card (visual prompt) given. If the child changes behaviour, the yellow card is removed from the child. If the yellow card is still there, 5 minutes of their break time is missed. The pupil will walk around with the duty teacher in the playground.
- ❖ Staff will point out the misbehaviour and remind the child of the expected behaviour
- ❖ Polite requests, warnings, repositioning, separating, ignoring, encouragement to re-focus, positive praise to others etc. (Move position in class.)



- ❖ Remind the pupils if this behaviour continues, they may receive a more serious consequence.

Continued misbehaviour:

- ❖ Staff will point out the unacceptable behaviour and try to encourage the pupil to make the correct choice
- ❖ Polite requests, warnings, repositioning, separating, ignoring, encouragement to re-focus, positive praise to others (Move to partner class, miss part of lunchtime.)
- ❖ Recorded on Arbor incident and action taken. Inform pastoral Lead/SLT

Serious misbehaviour:

- ❖ Recorded on Arbor
- ❖ SLT to speak to the child.
- ❖ Inform parents of the behaviour at the end of the day or by phone call.
- ❖ Consequences may lead to a break or lunchtime detention or removal from the classroom, either the same day or the following day. Following serious misbehaviour, restorative activities (Put it Right sheets) or conversations will occur.
- ❖ Record on Arbor the incident and actions taken. SLT to be involved

Some incidents will go straight to serious misbehaviour consequences upon investigations.

8.5 Support for children to prevent misbehaviour

As a school we put a range of support in place for our children to support them in meeting our behaviour expectations. These include:

- ❖ Pastoral referral (triggering a Snap profile completion and discussion at pastoral meetings)
- ❖ Intervention being put into place
- ❖ Breaktime and lunchtime support
- ❖ Involvement of external agencies
- ❖ Meetings and communication with parents
- ❖ Bespoke provision including individual reward schemes
- ❖ Pastoral interventions and support
- ❖ Tactical time out
- ❖ Behaviour contracts
- ❖ Positive behaviour cards/tracker

8.6 Detention

Following an incident of serious misbehaviour that, a child may also receive a detention. Pupils can be issued with detentions during break or lunch time on the day of or following the incident. The



school will always inform parents by phone call or in person. The Principal authorises Phase Leaders and other senior leaders to issue detentions where appropriate and these will be logged on Arbor.

8.7 Removal from classrooms (Internal Suspension)

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- ❖ Restore order if the pupil is being unreasonably disruptive
- ❖ Maintain the safety of all pupils
- ❖ Allow the disruptive pupil to continue their learning in a managed environment
- ❖ Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a qualified member of staff and will be removed for a maximum of a school day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of a member of the Senior Leadership Team. An incident log on Arbor will be completed to record what has happened and what the outcome was.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed verbally on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- ❖ Support and interventions from the school's Pastoral Team
- ❖ Working together with parents
- ❖ Use of teaching assistants to provide targeted support
- ❖ Short term behaviour trackers
- ❖ Long term behaviour support plans
- ❖ Pupil support units
- ❖ Support from Inclusion Support



Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log on Arbor.

8.8 Suspension and permanent exclusions

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

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

When a Suspension is given

- ❖ Parents immediately contacted by SLT, informed of exclusion and asked to collect child immediately
- ❖ Pupil to be sent home for up to 5 days (Chair of Governors informed of 5-day exclusions)
- ❖ Parents to receive notification and advice by letter
- ❖ Work to be provided by school while the child is at home
- ❖ Safe and well phone calls made by Attendance/ Pastoral Officer
- ❖ Teacher to complete incident log on Arbor
- ❖ Upon return to school, a re-integration meeting takes place to discuss interventions and strategies to prevent another exclusion.

Permanent exclusions

In exceptional circumstances, a permanent exclusion may be considered for a 'one-off' offence or continued serious misbehaviour. Exclusion is an extreme sanction administered only by the Principal.

Please refer to our exclusions policy for more information.

8.9 Preventing Exclusion

As a school we will make every effort to support children who are finding it hard to manage their behaviour and avoid suspension and exclusion. Support that may be put in place, above that which is already in place to prevent misbehaviour in school, includes:

- ❖ Consideration of alternative provision
- ❖ Consideration of a managed moves
- ❖ PPE support
- ❖ Bespoke/modified timetables and provision (following advice and recommendations from external professionals)



8.10 Reasonable force

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

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

Incidents of reasonable force must:

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

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.

8.11 Off-site misbehaviour

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

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

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

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

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

8.12 Online misbehaviour

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

- ❖ It poses a threat or causes harm to another pupil
- ❖ It could have repercussions for the orderly running of the school



- ❖ It adversely affects the reputation of the school
- ❖ The pupil is identifiable as a member of the school Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8.13 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the Principal or any member of the senior leadership team will make the report.

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

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

8.14 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with DfE's <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Confiscation

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

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

Searching a pupil

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

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

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and



- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

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

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

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

Before carrying out a search the authorised member of staff will:

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

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

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

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

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

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



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

Outer clothing includes:

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

Searching pupils' possessions

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

- Desks
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

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

Informing parents

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

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

Support after a search



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

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

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the

<https://www.gov.uk/government/publications/pace-code-c-2019>

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

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

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

Communication and record-keeping

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

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

Who will be present

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

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

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

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



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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

8.15 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

- Responding to a report



- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

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

8.16 **Malicious allegations**

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

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

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

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

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

9. Responding to misbehaviour from pupils with SEND

9.1 **Recognising the impact of SEND on behaviour**

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

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

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)



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

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

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

We believe that, for many children, behaviour is a method of communicating that something is not right and it is our job to work with, and in some cases on behalf of, the children to identify what that is, how to overcome this and provide and support appropriate ways to communicate this in the future. Children may be communicating emotions, sensations and feelings or may come from the need to seek sensory feedback due to sensory processing difficulties. For others they may be rooted in adverse childhood experiences or abuse in early childhood. This may be particularly true with looked after children. Pupils may display behaviours that may not always appear to be appropriate. Therefore, it is always important that the root cause is sought and addressed to meet the child's need, this may be by:

- ❖ Teaching the child to ways communicate their need, e.g. by using symbols
- ❖ Helping the child to understand what is expected of them and the consequences of for example completing an adult initiated task using a 'now and next' strip or a symbol timetable.
- ❖ It may be through classroom routines or a TEACCH approach.
- ❖ Labelling a child's emotion and providing calming or soothing activities that will lead to
- ❖ self-regulation (although for some pupils it is likely the child will need an adult to support and co-regulate with them).
- ❖ For some children their sensory processing disorder will drive the child to seek more input through their bodies or to avoid activities and environments that are overwhelming or unpleasant.
- ❖ Some children may have experienced abusive or traumatic early childhoods and have complex needs to be managed through an attachment aware trauma-based approach bespoke to the individual.

Additional approaches that may be used to support children to regulate their behaviour include:

- ❖ Planned ignoring (ignore the behaviour, not the child)
- ❖ Sensory diet / Sensory bag
- ❖ Use of emotion coaching strategies
- ❖ Careful tracking and monitoring of behaviours to identify patterns
- ❖ Visual reminders of expected behaviours
- ❖ Anticipation of possible triggers
- ❖ Distraction / redirection
- ❖ Use of tactical time out



- ❖ Clear and consistent routines and boundaries
- ❖ Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- ❖ Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- ❖ Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- ❖ Training for staff in understanding conditions such as autism
- ❖ Purposeful use of separation spaces where pupils can regulate their emotions during a moment of sensory overload
- ❖ Positive behaviour support plans outlining adaptations and support to school behaviour procedures to encourage positive behaviour
- ❖ Bespoke provision and timetables
- ❖ Consistent adult support
- ❖ Pastoral / SEND interventions

9.2 Adapting sanctions for pupils with SEND

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

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

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

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.



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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

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

9.5 Restrictive Physical Intervention (RPI) and the Use of Force

Considered in line with “Use of reasonable Force – Advice for Headteachers, staff and governing bodies” DfE 2013 19

A physical intervention to manage behaviour will only be used as a last resort and only when it is reasonable and absolutely necessary. De-escalation strategies in line with CPI-SI should always be employed where possible before RPI is used.

The term reasonable force covers the broad range of actions that involve a degree of physical contact with pupils. Force is usually used either to control or restrain.

- ❖ Control is defined as either passive physical contact (standing between pupils) or active physical contact – such as leading a pupil by the arm.
- ❖ Restraint is defined as holding back physically or bringing a pupil under control. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Physical intervention strategies are only justified if:
 - ❖ The individual is causing damage to him/herself or others or serious damage to property.
 - ❖ The information is shared to families and all staff working with the pupil for the implementation of the techniques.
 - ❖ Staff involved have received training in appropriate physical intervention strategies.
 - ❖ The physical intervention is reasonable, proportionate, and necessary in line with the strategies detailed in the child’s positive behaviour management plan.

Following use of any Restrictive Physical Intervention, staff will have some time for support and debrief. RPI can be very emotional and stressful for the adults involved and they may need time to unload. Time will also be needed to repair and rebuild relationships between the pupil and staff members involved. This should not happen until the child is appropriately emotionally regulated.

Use of RPI must be closely monitored and so appropriate forms must be completed following every use. These are held and monitored centrally by the Assistant Principal.



10. Pupil transition

10.1 Inducting incoming pupils

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

10.2 Preparing outgoing pupils for 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.

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.

11. Training

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

- ❖ The proper use of restraint (CPI-SI)
- ❖ The needs of the pupils at the school
- ❖ How SEND and mental health needs impact behaviour
- ❖ Behaviour management will also form part of continuing professional development.
- ❖ Emotion Coaching and Trauma Informed Practise
- ❖ How to record and communicate behaviour incidents

12. Monitoring arrangements

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the Vice Principal. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic



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

12.2 Monitoring this policy

This behaviour policy will be reviewed by the Principal and the Local Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 12.1). At each review, the policy will be approved by the Principal.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Local Governing Body annually.

13. Links with other policies

This behaviour policy is linked to the following policies Exclusions policy

- Child protection and safeguarding policy
- Physical restraint policy
- SEN Policy
- Anti-Bullying Policy
- Exclusions Policy
- Online Safety Policy
- PSHE including RSE

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Policy has been approved and adopted by Our Lady and St Hubert's Catholic Primary School on 12th September 2024 and will be reviewed in September 2026.

Signed by the Chair of the Local Governing Body for Our Lady and St Hubert's Catholic Primary School :

Mr Bernard King

Bernard King

Signed by the Principal for Our Lady and St Hubert's Catholic Primary School:

Ms O'Beirne

Olga O'Beirne



Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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 suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life



Appendix 2: Positive Behaviour Support Plan

| | | | | |
|--|--|-------|--|------|
| Name | | Class | | Date |
| Any Additional Information (medical, specific equipment) | | | | |

Identified Triggers for undesired behaviours

Description of undesired behaviours

Description of desired behaviours to be taught:

| Pupil Targets | | |
|---------------|---------------------------------|--------|
| Target | What is needed to be successful | Review |
| | | |
| | | |

Support Strategies (give details about what this looks like)

| | | |
|---------------------------|-------------------------------|------------------------|
| Verbal prompts and advice | Planned positive distractions | Positive reinforcement |
|---------------------------|-------------------------------|------------------------|



| | | |
|---------------------------------|---------------------------------|---------------------------|
| | | |
| Positive touch | Tactical ignoring | Time out offered/directed |
| Negotiation / Partial agreement | Choices / limits / consequences | Environment change |
| Other | | |

| |
|--|
| Repair and rebuild strategies following an incident: |
| |

| | |
|--|--|
| Review Date | Person responsible for monitoring the plan |
| Signatures of those committed to supporting the behaviour plan | |



Appendix 3:

Behaviour Frequency chart

Name of Child: _____ Week Beginning: _____

Enter the appropriate code into the timed 15-minute box. If more than one incident, record multiple codes.

K – Kicking, H – Hitting, G – Grabbing, V – Verbal, S – Spitting, R – Running away, SH – Self-harm, O - Other (Give details below)

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|--------|---------|-----------|------------------------|--------|
| 8.45 | | | | | |
| 9.00 | | | | | |
| 9.15 | | | | | |
| 9.30 | | | | | |
| 9.45 | | | | | |
| 10.00 | | | | | |
| 10.15 | | | | | |
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| 1.30 | | | | | |
| 1.45 | | | | | |
| 2.00 | | | | | |
| 2.15 | | | | | |
| 2.30 | | | | | |
| 2.45 | | | | | |
| 3.00 | | | | | |
| Total | | | | | |
| | | | | Total this week | |



Details of self-harm / other behaviours displayed



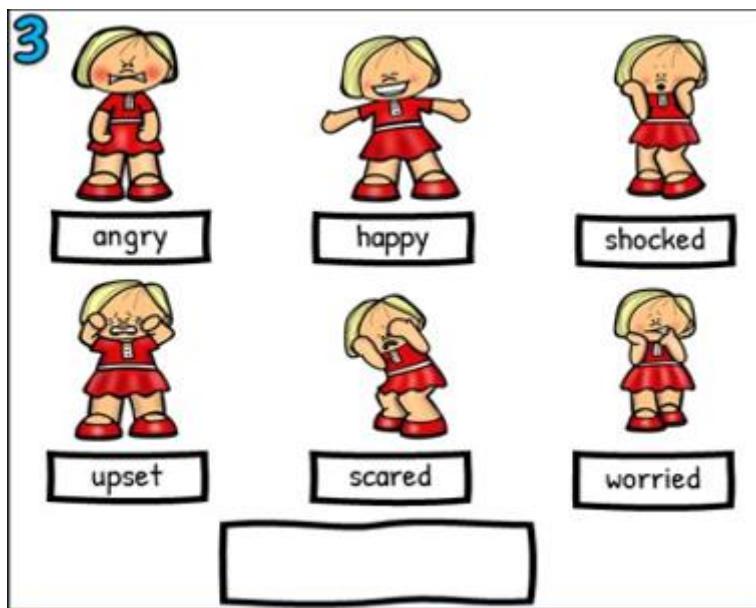
Appendix 4:



Let's Put it Right

Talk about happened?

How do you think the other person felt?



Reflect on tomorrow and beyond!

Set yourself a target that will help you make better choices.

1. _____



Let's Put it Right

Explain what happened and what you could have done better?

Describe how you would have felt in that situation?

Reflect on tomorrow and beyond!

Set yourself two targets that will help you make better choices.

2. _____
3. _____

