

Approved:	September 2024
Review Date:	August 2025

St. Mark's Catholic Primary School



Proudly and joyfully, we love, live and learn as God's children

Behaviour Policy

ST JOHN BOSCO CATHOLIC ACADEMY



Legislation and Guidance

This policy is based on advice and statutory guidance from the Department for Education: Behaviour in Schools (February 2024)
Use of reasonable force (July 2013)
School Suspensions and Permanent Exclusions (September 2021)
Searching, screening and confiscation (July 2022)
Keeping children safe in education (September 2024)
The Equality Act 2010 Special Educational Needs and Disability Code of Practice (2015)
Working Together to Safeguard Children (December 2023)

Aims

St John Bosco Catholic Multi Academy recognises that the common good requires social conditions that allow all people to achieve their full human potential and realise their human dignity. Central to this is the need for strong relationships rooted in the love and example of Jesus Christ. Our schools must provide a broad and balanced Catholic education which will help children and young people grow to their full God-given potential. The curriculum, ethos and culture must pay full regard to the formation of the whole person so that:

‘all may attain their eternal destiny and at the same time promote the common good of society. Children and young persons are therefore to be cared for in such a way that their physical, moral and intellectual talents may develop in a harmonious manner, so that they may attain a greater sense of responsibility and a right use of freedom, and be formed to take an active part in social life’

Code of Canon Law, Canon 795.

Members of the local governing body and staff aim to create a positive and nurturing learning environment in each school by:

- Following a whole school approach to positive behaviour and discipline with clear guidelines and consistency in the use of rewards and sanctions, underpinned by the Catholic values ethos of the school.
- Building self-esteem, self-discipline and positive relationships based on mutual respect and the example of Jesus Christ.
- Ensuring everyone is treated equally and fairly, promoting the equal opportunities policy regarding the 9 protected characteristics in the Equality Act (2010)
- Supporting staff in their classroom management by ensuring and assuring a consistent and fair approach to positive and negative behaviour.
- Using behaviour tracking, recording and monitoring systems to enable timely intervention and support where needed.
- Using a variety of innovative and creative intervention strategies to overcome barriers to learning.
- Working with a diverse range of outside agencies and professionals to ensure the needs of all children and young people are met.
- Providing a safe, nurturing environment free from disruption, violence, bullying, intimidation and any form of harassment.
- Encouraging, promoting and facilitating a positive, trusting relationship with

parents and carers to develop a shared approach to their child's education which involves them in the implementation of all aspects of this and other relevant policies.

Values

We nurture the unique God-given talents of every individual, providing a quality, distinctively Catholic education to our diverse community.

Our core values are inspired by Catholic Social Teaching and are rooted in the person and teaching of Jesus Christ as the model for human excellence.

Our relationships and daily dealings with each other should be characterised by:

- Care for each other
- Compassion
- Trust and respect for the dignity and value of each individual
- Stewardship of the earth
- Solidarity and subsidiarity: a commitment to stand with each other in support of each other

Each school has its own set of values pertinent to each community. School values are rooted in the MAC values and the Catholic Schools Pupil Profile.

The Values of the Catholic Schools Pupil Profile

All of our schools live by and explicitly teach and promote the values of the Archdiocese of Birmingham's Catholic Schools Pupil Profile:

Children and young people In the Archdiocese are growing to be.....

Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, becoming men and women for others.

Attentive to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.

Compassionate towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.

Faith-filled in their beliefs and hopeful for the future.

Eloquent and **truthful** in what they say of themselves, the relations between people, and the world.

Learned, finding God In all things; and **wise** in the ways they use their learning for the common good.

Curious about everything; and **active** in their engagement with the world, changing what they can for the better.

Intentional In the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set others.

A supportive, Catholic curriculum

The curriculum in each of our schools is designed to support pupils and students through a broad and balanced, faith driven offer which develops the whole person, made in the image and likeness of God. Pupils access a Catholic curriculum that explicitly covers Catholic social teaching and meets the demands of the national curriculum. The curriculum is supported by personalised interventions to support pupils' personal development and meet specific social, emotional and mental health and learning needs. Enrichment activities such as cooking, caring for our common home, extra-curricular activities, prayer and liturgy develop pupils personally, morally, socially and spiritually and help them to grow to become responsible citizens, inspired by the example of Christ, within the school and wider community.

The curriculum and school culture is driven and underpinned by our Catholic School values (see above) and Gospel values, as expressed through the Beattitudes (Gospel of Matthew 5: 3-10)

- “Blessed are the poor in spirit, for theirs is the Kingdom of heaven” **Values: Faithfulness & Integrity**
- “Blessed are those who mourn, for they shall be comforted” **Values: Dignity & Compassion**
- “Blessed are the meek, for they shall inherit the earth” **Values: Humility & Gentleness**
- “Blessed are those who hunger and thirst for righteousness, for they shall be satisfied” **Values: Truth & Justice**
- “Blessed are the merciful, for they shall obtain mercy” **Values: Forgiveness & Mercy**
- “Blessed are the pure in heart, for they will see God” **Values: Purity & Holiness**
- “Blessed are the peacemakers, for they shall be called children of God” **Values: Tolerance & Peace**
- “Blessed are those who are persecuted for righteousness' sake, for theirs is the kingdom of heaven. Blessed are you when they insult you and persecute you and utter every kind of slander against you because of me. Be glad and rejoice for your reward is great in heaven; they persecuted the prophets before you in the very same way” **Values: Service & Sacrifice** More detailed information about each individual school's curriculum can be found on the school websites.

Teaching our pupils and students how to behave positively – behaviour curriculum

We believe that high expectations are vitally important. Central to our approach is the belief that we have a duty to teach pupils and students how to meet our high expectations of behaviour. Each of our schools is required to develop and implement a bespoke 'behaviour curriculum' to systematically and sequentially teach pupils and students how to secure the high standards of behaviour expected by the school and by the MAC. The behaviour curriculum must set out clearly the 'way' of behaving that is expected and there must be a consistent pedagogical approach throughout the school to teaching pupils and students how to behave.

SJBCA Expectations of behaviour – supporting schools to develop their behaviour curriculum

We have developed our MAC 'Ten Pillars of Behaviour' that provide a clear foundational set of expectations that schools must incorporate within their individual behaviour curriculums.

SJBCA Behaviour Pillars

Pillar 1:

Embed clear routines and expectations for behaviour, deeply rooted in the teachings of Christ, so that pupils know and understand how to behave well, showing kindness, respect, love and forgiveness.

St John Bosco Catholic Academy Values: Solidarity, subsidiarity, culture, identity, care, compassion, trust, respect, dignity, stewardship, responsibility, sustainability.

Pillar 2:

Inspire and nurture pupils' motivation, positivity, awe and wonder so that pupils are able to learn meaningfully and develop resilience, perseverance, patience and determination.

St John Bosco Catholic Academy Values: Solidarity, subsidiarity, culture, care, compassion, trust, respect, dignity, responsibility.

Pillar 3:

Nurture a positive and respectful school culture where staff know and care about pupils so that each child knows they are unique and loved, made in the image and likeness of God.

St John Bosco Catholic Academy Values: Solidarity, subsidiarity, culture, identity, heritage, care, compassion, trust, respect, dignity, responsibility.

Pillar 4:

Ensure a calm and orderly atmosphere in the school and classroom so that pupils are able to learn exceptionally well in a peaceful, dignified, respectful and distinctively Catholic environment.

St John Bosco Catholic Academy Values: Solidarity, subsidiarity, culture, identity, heritage, care, compassion, trust, respect, dignity, stewardship, responsibility, sustainability

Pillar 5:

Maintain a strong focus on attendance and punctuality so that pupils benefit from the spiritual formation, educational and extra-curricular experiences the school offers to develop the whole child.

St John Bosco Catholic Academy Values: Solidarity, subsidiarity, culture, identity, care, trust, respect, dignity, responsibility.

Pillar 6:

Implement clear, effective and fair behaviour and attendance policies with consistent rewards and consequences so that positive behaviour and good attendance are upheld, supporting each child to achieve their God given potential

St John Bosco Catholic Academy Values: Solidarity, subsidiarity, culture, identity, care, compassion, trust, respect, dignity, stewardship, responsibility, sustainability.

Pillar 7:

Ensure school is a dignified environment where bullying, discrimination, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively so that pupils feel safe and are kept safe.

St John Bosco Catholic Academy Values: Solidarity, subsidiarity, culture, identity, care, compassion, trust, respect, dignity, responsibility.

Pillar 8 :

Ensure pupils understand that the school community is committed to following the teaching and example of Jesus as expressed in the Gospels, in the social teaching of the Church and in the school's own mission so that pupils seek opportunities to grow in virtue, accepting their personal responsibility to care for our Common Home, pursue the common good and serve those in need.

St John Bosco Catholic Academy Values: Solidarity, subsidiarity, culture, identity, care, compassion, trust, respect, dignity, stewardship, responsibility, sustainability.

Pillar 9:

Nurture pupils' respect for themselves and others, made in the image and likeness of God, so they have a well-developed sense of respect for those of other ethnic, cultural, social and faith backgrounds.

St John Bosco Catholic Academy Values: Solidarity, culture, identity, care, compassion, trust, respect, dignity, responsibility.

Pillar 10:

Engage pupils deeply in prayer and liturgy and lead them to full, active and conscious participation so they can confidently demonstrate prayerful silence, attentiveness and heartfelt response to prayer and liturgy, and positively engage in communal singing

St John Bosco Catholic Academy Values: Solidarity, culture, identity, care, compassion, trust, respect, dignity, responsibility.

Adjustments to routines or pupils with additional needs

Our schools adjust routines for pupils with additional needs where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments are made proactively and by design where possible (for example, a pupil who has suffered a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers. Adjustments needed for pupils with special educational needs and / or disabilities (SEND) are covered in the separate SEND sections. **We are completely mindful of the fact that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.**

Preparedness for the next stage of education, employment or training

Pupil transitions into formal school in nursery and reception class and to secondary education between school year 6 and 7 are carefully managed and involve parents and carers at every stage.

All staff must understand the importance of effective transitions and provide personalised interventions to support pupils. All of our schools are expected to liaise with parents and carers and work closely with other settings such as pre-schools, day

nurseries and former schools. Primary schools must work closely on transition with all of the secondary school settings where the pupils from a cohort are transferring to at the end of year 6.

Our secondary schools must work closely with all of their feeder primary schools to ensure smooth transition. Effective transition arrangements must ensure pupils quickly understand the behaviour policy and individual school behaviour procedures.

Our schools have a clear set of transition arrangements in place.

Monitoring and evaluating school behaviour

Each of our schools must have strong and effective systems for data capture, including all components of the behaviour culture. Data must be monitored and analysed objectively by skilled staff. All of our schools are required to have a clear monitoring and evaluation cycle with full engagement from senior staff, this enables leaders to report clearly and accurately on behaviour and culture. The focus is on regularly evaluating data and proactively making changes to the behaviour culture where required in response to behaviour data.

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 term by the principal, head of school or their designated senior leader.

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.

Our expectations – SJBCA 10 pillars of behaviour

We believe our behaviour pillars give protection to children's rights. These expectations are regularly reviewed and discussed with pupils and staff. Our expectations are clear, positively phrased, fair, reasonable and unambiguous. When staff are supporting pupils whose behaviour falls short of our expectations, it is clearly explained to them which expectation/s are not being adhered to. School expectations have been created in

consultation with staff and pupils and are contextualised to meet the needs of individual schools through each school's positive behaviour procedures.

Behaviour expectations of pupils with special educational needs and / or disability

The culture in our schools should actively promote high standards of behaviour and provide the necessary support to ensure pupils can achieve and thrive both in and out of the classroom. Each school must evaluate how the whole school approach meets the needs of **all pupils** in the school, including pupils with SEND. Our approach must ensure everyone feels they belong to the school community and ensure high expectations are maintained for all pupils.

Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND though we must remember not every incident of misbehaviour will be connected to their SEND.

Pupils' behaviour must be managed effectively, whether or not the pupil has SEND. Where a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and review the impact of the support being provided (for their behaviour)

The law requires schools to balance a number of duties which have bearing on the behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. Schools have duties under the **Equality Act 2010** to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. Schools have duties under the **Children and Families Act 2014** to use their 'best endeavours' to meet the needs of those with SEND and if a pupil has an **Education, Health and Care Plan (EHCP)** 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 our schools will, as far as possible, **anticipate the likely triggers of misbehaviour** and put in place support to prevent these. For example:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Adjusting seating plans to allow a pupil with a 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

Definitions specifically around behaviour

1. Positive behaviour is defined as: (this list is not exhaustive)

- Consistent good manners
- Willingness to help each other learn
- Consideration for adults and children / young people

- Consistent effort into work
- Good self-management in school
- Recognition and respect for authority
- Honesty
- Ability to forgive and become reconciled after quarrels or upsets
- Sharing and caring
- Unselfish play
- Responsible and reliable behaviour
- Displaying positive learning behaviours

2. Misbehaviour is defined as: (this list is not exhaustive)

- Disruption in lessons, in corridors between lessons and at break and lunchtime
- Non-completion of class work or homework
- Poor attitude
- Knowingly and deliberately wearing incorrect uniform (secondary)

3. Serious misbehaviour is defined as: (this list is not exhaustive)

- Repeated breached of the school rules
- Refusal to work
- Physical assault of any kind towards another pupil, staff or visitors
- Endangering the safety of themselves, other children and staff – carelessly or with intent
- Speaking disrespectfully or holding disrespectful attitudes towards others, including (but not limited to) on the basis of someone's **protected characteristics** (Age, Disability, Gender reassignment, marriage and civil partnerships, pregnancy or maternity, race, religion or belief, sex and sexual orientation)
- Throwing objects
- Any form of bullying
- Criminal behaviour
- Sexual violence and abuse
- Child on child abuse
- Absconding from school
- Malicious allegations
- Vandalism
- Theft
- Fighting
- Smoking / vaping

- Swearing
- Racist, sexist, homophobic or discriminatory behaviour (also see protected characteristics above)

Possession of **any prohibited items (as per subsection (3) of Section 550ZA of the Education Act 1996:**

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarettes, 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 the property of any person (including the pupil themselves)

4. Serious misbehaviour: Suspected criminal behaviour

In cases where criminal behaviour is suspected, schools should make an initial assessment of whether an incident should be reported to the police by gathering enough information to establish the facts of the case. Initial investigations must be fully documented and preserved. Once a decision is made to report the incident to the police, further action taken by the school must not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

When making a report to the police it will most often be appropriate to make in tandem a referral to Children's Services in the LA where the child is resident. It is expected in most cases that this would be led by the Designated Safeguarding Lead (DSL) or deputy.

Keeping Children Safe in Education Part 5 provides guidance on reporting **child on child sexual violence and abuse**.

5. Serious misbehaviour: Child on child abuse

Abuse is not only perpetrated by adults; children can abuse other children and it can happen both inside and outside of school and online. This is referred to as peer on peer abuse and can include:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Verbal abuse in relationships between peers which leads to emotional upset, anxiety and fear
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm; this may include an online element which facilitates, threatens and / or encourages physical abuse
- Sexual violence, such as assault by penetration and sexual assault; this may

include an online element which facilitates, threatens and / or encourages sexual violence.

- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- Consensual and non-consensual sharing of nude and semi-nude images or videos (also known as sexting or youth produced sexual imagery)
- Upskirting – which involves taking a picture under someone’s clothing without them knowing; this is usually with the intention of viewing their genitals or buttocks for sexual gratification, or to cause the victim humiliation, distress or alarm. Upskirting is a criminal offence and anyone of any gender can be a victim.
- Initiation / hazing type violence and rituals.

Please also refer to schools’ Anti Bullying Policy and Safeguarding Policy and Procedures.

6. Serious misbehaviour: Bullying

St John Bosco Catholic Multi Academy understands bullying from the Anti Bullying Alliance definition: ‘The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online’. There are four key elements to this definition:

- Hurtful
- repetition
- power imbalance
- intentional

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

7. Serious misbehaviour: Absconding from school

To abscond is to leave the school site without permission. If a pupil leaves a school site without permission, the school’s safeguarding procedures must be adhered to immediately and parents / carers contacted immediately. Any incidents of absconding

must be recorded on the safeguarding system as soon as possible after the incident. The police must be informed where there are any immediate and additional risks.

8. Serious misbehaviour: Malicious allegations

Where a pupil makes a malicious allegation against a member of staff and that accusation is shown to have been malicious, the principal will meet with staff, parents and pupil/s involved to consider appropriate sanctions. This will be considered in conjunction with the MAC's Safeguarding and Statement of procedures for dealing with allegations of abuse against staff policies. The principal will also consider the wellbeing needs of staff accused of misconduct. Where possible, restorative approaches will always be explored to repair and sustain relationships.

9. Offsite behaviour

Rewards and sanctions will continue to be applied when pupils are representing the school offsite, such as on a school trip, at swimming, at a sports fixture or on the way to or from school. Any incident will be investigated with all parties involved, with the relevant sanction applied.

Roles and Responsibilities

St John Bosco Catholic Multi Academy has a responsibility to publish a school Behaviour and Discipline Policy which outlines expectations of behaviour, the use of sanctions and rewards in our schools. St John Bosco Catholic Multi Academy has taken account of DFE advice and statutory guidance listed at the start of this policy. St John Bosco Catholic Multi Academy has determined that pupil suspension and permanent exclusion in appropriate circumstances is a sanction that can be used in our schools.

The local governing body is responsible for monitoring the standard of behaviour in each individual school and challenging and supporting leaders to uphold high standards of behaviour and discipline. They are also responsible for monitoring and challenging the use of suspensions and permanent exclusions in each school.

The principal will agree the fine detail of the standard of behaviour expected by the school using this policy and formulating the individual school's **behaviour procedures**. **The principal and other leaders** will develop a system of rewards and sanctions in order to maintain high standards of behaviour in the school and promote successful learning. **The principal and other leaders alongside** the governors responsible for monitoring and evaluating the standard of behaviour in the school and leading changes to the policy and procedures where required. **Leaders** must regularly ask pupils, parents and carers and staff for their views and opinions on behaviour at the school and use this information to inform monitoring and evaluation. **All leaders** must be highly visible, routinely engaging with pupils, parents and carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. **The principal and all leaders** must make sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders must make sure all new staff are inducted clearly and systematically into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to uphold the highest standards of behaviour. **The principal and all leaders** must provide any appropriate training which is required to enable staff to meet their duties and functions within this behaviour policy. Induction and training should be aligned with the Early

Career Framework for Early Career Teachers (ECTs). **The principal** must ensure all staff receive clear guidelines about the MAC and school expectations of their own conduct at school and have read the SJBCA Code of Conduct.

The principal, all leaders and the SENDCo must also ensure staff have appropriate and adequate training on how certain special educational needs and / or disabilities may at times affect a pupil's behaviour. Ongoing engagement with experts such as Educational Psychologists and other support staff such as counsellors and mental health support teams should be used to inform effective implementation of this behaviour policy and the individual school's behaviour procedures.

The principal, supported by all leaders and staff is responsible for ensuring parents and carers have ample opportunities to be part of the culture of the school. They must ensure clear, open and regular lines of communication are developed and maintained so that parents and carers are kept fully updated about their child's behaviour.

Staff are responsible for

- Implementing the behaviour policy and individual school behaviour procedures consistently
- Modelling positive behaviour and relationships and providing a personalised approach to the specific behavioural needs of particular pupils, especially those children with SEND.
- Staff should challenge pupils to meet the school expectations of behaviour and maintain the boundaries of acceptable conduct.
- All staff should communicate the school's expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- Staff must uphold the school's and SJBCA values, culture, rules and expectations in their own behaviour.
- Staff are responsible for recording behaviour incidents accurately and in a timely manner.

Pupils must be made aware of the school's behavioural standards, expectations, pastoral support, reward and consequence processes. Pupils must be taught that they have a duty to follow the school behaviour policy and uphold the school rules and must be given opportunities to contribute to the culture by sharing their views and opinions about behaviour matters. Every pupil should be supported to achieve the behaviour standards, including an induction process for new pupils so they understand the behaviour policy and wider culture.

Pupils will be expected to:

- Take responsibility for their own behaviour both in and out of school. They will be made fully aware of the school policy and behaviour procedures and expectations. Pupils should keep to the locally agreed rules for all.
- Ensure that incidents of violence, vandalism, bullying and any form of harassment are reported immediately – including reporting on behalf of others.
- Accept responsibility for their own actions, particularly when inappropriate choices are made.

- Learn how to accept failure / disappointment with humility and how to accept success / praise with grace.
- Treat staff and other pupils with respect and kindness
- Listen to each other, speak in a respectful way to each other.
- Treat others in the way they would wish to be treated
- Behave in the way Jesus teaches
- Respect the school buildings, grounds and transport alongside other people's property, clothing and belongings
- Walk in an orderly fashion around the school buildings
- Secondary: wear the correct school uniform and only bring appropriate equipment into school
- To behave responsibly when wearing the school's uniform in the local community.

Parents and carers have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour they should raise this directly with the school whilst continuing to work in partnership with them.

Parents and carers should:

- Take responsibility for the behaviour of their child both inside and outside of school
- Work in partnership with the school to assist the school in maintaining high standards of behaviour
- Raise any concerns with the school straight away in an ethos of partnership
- Support the school by ensuring children attend school in the correct uniform
- Take every possible step to ensure their child uses the internet and social media safely, legally and correctly.

Initial intervention following behavioural incidents / Preventing the recurrence of misbehaviour

Our schools will adopt a range of intervention activities to help pupils manage their behaviour and reduce the likelihood of suspension or permanent exclusion. This support will often be delivered outside of class in small groups or through one to one support. The principal and other leaders will have systems in place to ensure relevant leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions or whose behaviour reflects a sudden change from previous patterns of behaviour. Interventions may include:

- Frequent and open engagement with parents, including home visits if deemed necessary
- Providing mentoring and coaching
- Short term behaviour report cards or longer term behaviour plans
- Pupils support units

- Engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.
- Individualised risk assessment

Initial intervention should include an assessment of whether appropriate provision is in place to support any SEND the pupil may have. The 'graduated response' should be used to assess, plan, deliver and then review the needs of the pupil. If the child has an Education, Health and Care Plan (EHCP) the school should make early contact with the local authority and consider an early / emergency review of the plan.

Where we have serious concerns about a pupil's behaviour we will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required (see Working Together to Safeguard Children)

Restorative approaches

St John Bosco Catholic Multi Academy is committed to working in restorative ways with pupils, families and staff. In complete keeping with our Catholic values, restorative approaches are a way of working with people to manage, correct and restore positive and healthy relationships for the benefit of everyone.

The aim of restorative approaches is to:

- Understand the reasons for a person's behaviour
- Respect and listen to everyone's views and allow them to have their views listened to respectfully
- Help individuals and groups to understand the impact of their behaviour on others
- Restore relationships where they may have broken down
- Acknowledge and accept that the next lesson or school day can represent a fresh start
- Identify ways to prevent similar things happening again in the future

When used with pupils this may involve:

- Allowing time to reflect on incidents and how difficult situations could have been avoided
- Planning what could be said, so that thoughts and concerns can be put across calmly and articulately
- Ensuring those involved are in a calm state and are receptive to hearing what others have to say
- Ensuring enough time has been set aside for discussions and meetings to avoid feelings of being rushed

Responding to the behaviour of pupils with Special educational needs and / or disability (SEND)

We have high expectations of behaviour for all pupils and we provide additional support where needed to ensure pupils can achieve and learn as well as possible. Schools must

not automatically assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – that is a question of judgement for the school based on the facts of a situation. Our schools will consider whether a pupil’s SEND has contributed to misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools must refer to the **Equality Act 2010 and schools’ guidance**. We will consider if any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. We will also do everything we can to understand the underlying causes of behaviour and whether additional support is needed.

Rewards and sanctions

Each school has its own set of rewards, incentives, consequences and sanctions. These can be found in each school’s individual school behaviour procedures.

Detentions

Detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under the supervision of school staff when their peers have been allowed to go out to play / break or lunchtime play / break. In secondary schools’ pupils can be required to stay under the supervision of an adult when their peers have been allowed to go home. Detention within school hours can be used as a possible sanction in our primary schools – this means missing a playtime or part of lunchtime. In any playtime or lunchtime detention the pupil will always be given enough time to eat, drink and go to the toilet. They will be supervised throughout the detention. Detention within and outside of school hours can be used as a possible sanction in our secondary schools.

Parental consent is not required for detentions. Our schools must not issue a detention where there is any reasonable concern that doing so would compromise a pupil’s safety. When ensuring detention for a secondary pupil outside is reasonable, staff issuing the detention must consider the following points:

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

Full details of each school’s detailed arrangements for issuing detentions can be found in the individual school’s behaviour procedures. Legal and DFE guidance on the use of detention can be found in Behaviour in Schools (DFE 2022).

Supporting pupils following a sanction

Following a sanction, strategies will be used to help pupils to improve their behaviour and meet the behaviour expectations of the school. These strategies can include

targeted discussions with the pupil, explaining what they did wrong and the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This will include advising the pupil to apologise to the relevant person or people if appropriate. Other supportive actions may include a phone call with parents, carers and the virtual school head for looked after children; discussions with all staff involved in teaching, supporting and supervising the pupil in school to find out more about their behaviour; discussions about circumstances outside of school, including at home, conducted by the Designated Safeguarding Lead (DSL) or Deputy and considering whether the current support being provided for behaviour management for the pupil is still appropriate or requires review.

The use of reasonable force

Detailed DFE advice is available in Use of reasonable force – advice for school leaders, staff and governing bodies DFE July 2013. Principals and all staff should read this guidance.

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline at the school or among pupils.

Principals and authorised school 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 they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items that are banned under the school’s own rules or individual school behaviour procedures.

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.

Wherever reasonable force is used it must be recorded on the school’s behaviour tracking system and reported to parents and carers without delay.

1. Positive Handling Plans

For pupils who require positive handling or the use of reasonable force on a frequent basis due to SEND or specific behavioural difficulties, a positive handling plan should be drawn up between the school, the pupil, parents and carers with the support of relevant outside agencies. The positive handling plan should be regularly reviewed and updated.

Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is not the same as

where a pupil is asked to step outside the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for the continuation of a pupil's education in a supervised setting. The continuous education provided may differ from the mainstream curriculum but should still be meaningful for the pupil.

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

Removal should be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

Removal is not the same as and must not be confused with the use of separate spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

1. Governance of removal

The principal should:

- make clear in the school behaviour procedures that removal may be used as a response to serious misbehaviour;
- maintain overall strategic oversight of the school's arrangements for any removals, as set out in the school's behaviour procedures;
- make sure the reasons that may lead to pupils being removed are transparent and known to all staff and pupils;
- outline in the behaviour procedures the principles governing the length of time that it is appropriate for a pupil to be in removal;
- ensure that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff; and
- design a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so.

Schools should collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal. Schools should make data-based decisions to consider whether frequently removed pupils may benefit from additional and alternative approaches, a pastoral review or investigation by the Special Educational Needs Co-ordinator (SENDCo), or whether specific departments or teachers may require more support.

Separately, schools should analyse the collected data to identify patterns relating to pupils sharing any of the protected characteristics and the removal policy is not having a disproportionate effect on pupils sharing particular protected characteristics.

When dealing with individual removal cases, principals and teachers should:

- consider whether any assessment of underlying factors of disruptive behaviour is needed;
- facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this policy;
- ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with;
- if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the principal. These pupils should be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community. Staff supervising areas used for removal should be suitably trained in both the school behaviour policy / procedures and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

Screening, searching and confiscation

1. Searching

Searching can play a critical role in ensuring that our schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Principals and staff, they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules / individual school behaviour procedures identify as an item which may be searched for. The list of prohibited items as per subsection (3) of Section 550ZA of the Education Act 1996 is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations (The Schools (Specification and Disposal of Articles) Regulations 2012)
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children’s social care services. See *Keeping children safe in education 2024* and *Working together to safeguard children*.

This behaviour policy must be communicated to all members of the school community to ensure expectations are transparent to all pupils, parents and staff, and provide reassurance that any searching of a pupil will be implemented consistently, proportionately and fairly, in line with the school’s policy. When exercising these powers, our schools must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

School staff should consider using CCTV footage to decide whether to conduct a search for an item.

The role of the principal, the designated safeguarding lead and authorised members of staff

Only the principal, or a member of staff authorised by the principal, can carry out a search. The principal can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

The principal can require a member of the security staff (if applicable) to undertake a search. If a security guard, who is not a member of the school staff, searches a pupil, the guidance ‘Searching, Screening and Confiscation’ DFE July 2022 should be followed and the person witnessing the search should be a permanent member of the school staff. The principal may not require any other member of staff to undertake a search if they refuse.

The principal should oversee the school’s practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the

welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

The principal should ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises. However, it is vital that all staff understand their rights and the rights of the pupil who is being searched.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in this policy. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in part 1 of Keeping children safe in education). The designated safeguarding lead (or deputy) should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

For full details of searching procedures and legislation please see Appendix A

Informing parents and carers

Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents and carers. Parents and carers should always be informed of any search for a prohibited item listed in **subsection (3) of Section 550ZA of the Education Act 1996** or that is banned by the school's rules or individual school behaviour procedures that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied. Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

2. Screening

Screening can help provide reassurance to pupils, staff and parents that the school is taking measures to create a calm, safe and supportive environment. Schools' statutory power to make rules on pupil behaviour and their duties as employers in relation to the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening. Screening is the use of a walk-through or hand-held metal detector (arch or wand) to scan all pupils for weapons before they enter the school premises. Before considering the installation and use of any technology for screening, the principal is encouraged to consult with the local police who may be able to provide advice about whether installation of these devices is appropriate. If a principal decides to introduce a screening arrangement, they should inform pupils and parents in advance to explain what the screening will involve and why it will be introduced. Where a pupil has a disability, schools should make any reasonable adjustments to the screening process that may be required. If a pupil refuses to be screened, the member of staff should consider why the pupil is not co-operating, and assess whether it is necessary to carry out a search.

Confiscation

Items found as a result of a search

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made (see paragraphs 2-3); or
- is evidence in relation to an offence.

Suspension and Permanent Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Principals 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. St John Bosco Catholic Multi Academy has a separate policy on Suspension and Permanent Exclusion which must be followed by principals when considering either of these very serious consequences.

Professional development of staff, governors and Directors

All staff, governors and directors are provided with training and support relevant to their role in managing and upholding positive behaviour.

Links to other policies

Individual school Anti bullying policies
SJBCA Complaints Policy
Individual school Child protection and safeguarding policies
Individual school safety policies
SJBCA Acceptable use policies
Individual school RSHE policies
Individual school uniform policies

Monitoring and review

This policy will be reviewed by Directors and principals on an annual basis. Individual school behaviour procedures will also be reviewed annually by principals and local governing bodies.

Appendix A: Detailed information, guidance and legislation relating to searching and strip searching by Police

Before searching

A search can be considered if the 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. The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with this behaviour policy and individual school behaviour procedures, ensuring that they are responding to misbehaviour consistently and fairly. If the member of staff still considers a search to be necessary, but is not required urgently, they should 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 should be supervised and kept away from other pupils.

If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. **A member of staff can use such force as is reasonable to search for any prohibited items as listed in as per subsection (3) of Section 550ZA of the Education Act 1996 (see above) but not to search for items which are identified only in the school rules.** The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. The use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

Undertaking a search

Location

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must 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.

Staff conducting the search

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the 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 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 a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

The extent of the search

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves. The powers to search outlined only apply in England. When on a trip outside England, the law of that country should be followed. 'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the pupil agrees. Schools can make it a condition of having the locker or space that the pupil agrees to have these searched. If the pupil withdraws their agreement to search, a search may be conducted both for the prohibited items listed in **subsection (3) of Section 550ZA of the Education Act 1996** and any items identified in the school rules for which a search can be made. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. The member of staff may use a metal detector to assist with the search. The member of staff's power to search outlined above does not enable them to conduct a strip search.

Strip searching

A strip search is a search involving the removal of more than outer clothing (see above). Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.12 While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

Before calling police into school, staff should 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 should consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and should always ensure

that other appropriate, less invasive approaches have been exhausted. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them, and the role of the school is to advocate for the safety and wellbeing of the pupil(s) involved. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult. Parents should always be informed by a staff member once a strip search has taken place. Schools should keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

The process the police must follow during a strip search

Except in cases of urgency where there is risk of serious harm to the pupil or others, whenever a strip search involves exposure of intimate body parts there must be at least two people present other than the pupil, one of which must be the appropriate adult. If the pupil's parent would like to be the appropriate adult, the school should facilitate this where possible. Police officers carrying out the search must be of the same sex as the pupil being searched. An appropriate adult not of the same sex as the pupil being searched may be present if specifically requested by the pupil. Otherwise, no-one of a different sex to the pupil being searched is permitted to be present, and the search must not be carried out in a location where the pupil could be seen by anyone else. Except in urgent cases as above, a search of a pupil may take place without an appropriate adult only 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. A record should be made of the pupil's decision and signed by the appropriate adult. The presence of more than two people, other than an appropriate adult, shall be permitted only in the most exceptional circumstances. Strip searching can be highly distressing for the pupil involved, as well as for staff and other pupils affected, especially if undertaken on school premises. PACE Code C states that a strip search may take place only if it is considered necessary to remove an item related to a criminal offence, and the officer reasonably considers the pupil might have concealed such an item. Strip searches should not be routinely carried out if there is no reason to consider that such items are concealed.

After-care following a strip search

Pupils should be given appropriate support, irrespective of whether the suspected item is found. If an item is found, this may be a police matter, but should always be accompanied by a safeguarding process handled by the school which gives attention to the pupil's wellbeing and involves relevant staff, such as the designated safeguarding lead (or deputy). Safeguarding should also be at the centre of support following a strip search in which the item is not found, both in the sense of supporting the pupil to deal with the experience of being searched, and regarding wider issues that may have informed the decision to conduct a strip search in the first place. In both cases, pupils should feel that they have an opportunity to express their views regarding the strip search and the events surrounding it. School staff should give particular consideration to any pupils who have been strip searched more than once and/or groups of pupils who are more likely to be subjected to strip searching with unusual frequency, and consider preventative approaches.

After a search

Whether or not any items have been found as a result of any search, schools should consider whether the reasons for the search, the search itself, or the outcome of the

search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy) as set out in Part 1 of Keeping children safe in education. They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. If any prohibited items are found during the search, the member of staff should follow the guidance set out in this policy on confiscation. If a pupil is found to be in possession of a prohibited item listed in paragraph 3, then the staff member should alert the designated safeguarding lead (or deputy) and the pupil should be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

Recording searches

Any search by a member of staff for a prohibited item listed in **subsection (3) of Section 550ZA of the Education Act 1996** (see above) and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required. **All searches for items banned by the school rules should be recorded.**

Schools must include in the record of each search:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Schools who conduct a high number of searches should consider whether the searches fall disproportionately on any particular groups of pupils by analysing the recorded data. In such cases where searching is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.



St. Mark's Catholic Primary School

Behaviour Procedures

Proudly and joyfully, we love, live and learn as God's children

Aims

These procedures for the management of behaviour in school are written in accordance with the St John Bosco Catholic Academy Behaviour Policy (<https://www.stmarkrc.bham.sch.uk/wp-content/uploads/2023/09/policy-behaviour-m.pdf>)

St John Bosco Catholic Multi Academy recognises that the common good requires social conditions that allow all people to achieve their full human potential and realise their human dignity. Central to this is the need for strong relationships rooted in the love and example of Jesus Christ. Our schools must provide a broad and balanced Catholic education which will help children and young people grow to their full God-given potential. The curriculum, ethos and culture must pay full regard to the formation of the whole person so that:

'all may attain their eternal destiny and at the same time promote the common good of society. Children and young persons are therefore to be cared for in such a way that their physical, moral and intellectual talents may develop in a harmonious manner, so that they may attain a greater sense of responsibility and a right use of freedom, and be formed to take an active part in social life'

Code of Canon Law, Canon 795.

Members of the local governing body and staff aim to create a positive and nurturing learning environment in each school by:

- Following a whole school approach to positive behaviour and discipline with clear guidelines and consistency in the use of rewards and sanctions, underpinned by the Catholic values ethos of the school.
- Building self-esteem, self-discipline and positive relationships based on mutual respect and the example of Jesus Christ.
- Ensuring everyone is treated equally and fairly, promoting the equal opportunities policy regarding the 9 protected characteristics in the Equality Act (2010)
- Supporting staff in their classroom management by ensuring and assuring a consistent and fair approach to positive and negative behaviour.
- Using behaviour tracking, recording and monitoring systems to enable timely intervention and support where needed.
- Using a variety of innovative and creative intervention strategies to overcome barriers to learning.
- Working with a diverse range of outside agencies and professionals to ensure the needs of all children and young people are met.
- Providing a safe, nurturing environment free from disruption, violence, bullying, intimidation and any form of harassment.
- Encouraging, promoting and facilitating a positive, trusting relationship with parents and carers to develop a shared approach to their child's education which involves them in the implementation of all aspects of this and other relevant policies

Safeguarding

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

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

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

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

(<https://www.stmarkrc.bham.sch.uk/wp-content/uploads/2021/06/policy-safeguarding.pdf>)

School behaviour curriculum

The SJBCA Behaviour policy sets out the expected behaviours for each of its schools. At St. Mark's Catholic Primary School, we create a culture that promotes excellent behaviour based on the Catholic Social Teaching Principles. We want pupils at St. Mark's to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success. St. Mark's is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpins this.

BE READY BE RESPECTFUL BE SAFE

We aim to develop in all of our pupils a combination of skills, habits, values, inclinations and knowledge about what is acceptable behaviour so that good behaviour is modelled in and around our school, and by all members of our school community. Alongside this policy, our safeguarding curriculum and our safeguarding and child-protection policy also serves to support the aim of this policy by helping children to thrive and keeping them safe.

Our approach to creating a culture that promotes excellent behaviour Is based on the following three principles:

1. Be Ready
2. Be Respectful
3. Be Safe

We expect class teachers to:

- Teach children routines and expectations based on the St. Mark's Way



All classrooms must have have:

- The St. Mark's Way posters clearly displayed and regularly referred to
- Classroom responsibilities given to children
- Classrooms will be well organised and tidy
- Recognition boards will be on display In each classroom to promote and reward good behaviour

All teachers must:

- Ensure the children receive a warm welcome into school In the morning and there is an activity set up for children to complete

Good relationships are built out of structures and high expectations. The teacher-student relationship is important, but it is built on trust – and trust is built on mutually predictable behaviour. And that requires sincerely executed norms and routines.

Embed positive relationships with children using TIAS (Trauma Informed Attachment Strategies (including the PACE model)) and emotion coaching.

At St. Mark's Catholic Primary School, we follow the four stages of Emotion Coaching to help support our children. The four stages are:

1. Recognising the child's feelings and empathise with them.
2. Labelling and validating the feelings. For example, 'You seem angry to me' and 'I'm sorry that happened to you, you must feel very...it's normal to feel that way.'
3. Problem solving.
4. Problematizing and helping them find solutions.

We support our children to co and self-regulate. By self-regulating, children are able to control their behaviour, emotions and thoughts and have the ability to manage disruptive emotions and impulses in a safe way. This will enable children to live an emotionally healthy life beyond St. Mark's.

PACE model

The PACE model is another example of how 'one size does not fit all' when it comes to behaviour. As adults we need to choose the most suitable response based on the child and the context.

P = playfulness

A=acceptance

C=curiosity

E=empathy

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

Responding to behaviour

Classroom management

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

They will :

Create and maintain a stimulating environment that encourages pupils to be engaged

- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - 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
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

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:

- Communicating praise to parents via class dojo, verbal conversation before or after school, a phonecall or a message sent via arbor
- Certificates awarded In prize assembly on a Friday
- POP Band Awards
- Positions of responsibility, such as mission team status or being chosen to be a buddy In school

- Afternoon tea with the principal

Responding to misbehaviour

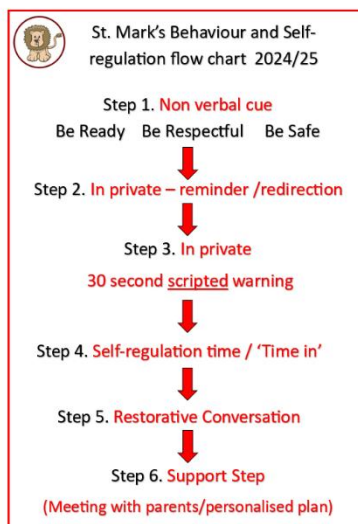
When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

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 pre-arranged scripts and phrases.

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 following flowchart is applied in Key stage 2 classes:



The school uses the above flowchart to manage any low level behaviour issues and resolve them quickly before they escalate.

1. Non-verbal cue is given to low level behaviours in class
2. Verbal reminder or a redirection conversation is had with the child in private to encourage them to regulate their behaviour.
3. Should a child persist with inappropriate behaviour that is not extreme then the teacher will speak 1:1 in private with the child and issue a warning to the child with clear steps on how the child can turn the negative behaviour into a positive behaviour.
4. 'Time in' is given to children when they need to be moved from where they are located and seated on the 'time in' table in the classroom allowing them to think carefully about their actions and help them to focus. At this stage, it may be more beneficial for the individual child and the rest of the class to have some time with a senior leader who can then lead restorative conversation (step 5).

5. Restorative conversation with a leader will be away from the classroom environment and absent of distractions so the leader and child can focus on improving behaviour.
6. Meeting with parents

We choose a 'best fit' approach when considering consequences and not 'a one size fits all' to help children recognise that consequences are to be avoided, so that in future they will avoid making the wrong choice. Loss of privileges – for instance, the loss of a prized responsibility. Children can earn this back with good positive choices and for modelling the St. Mark's Way.

Possible consequences:

- Behaviour plan
- Removal of the pupil from the classroom (the child will complete their work with a senior leader before returning to class – no longer than 1 hour).
- Internal suspension (out of class for half a day or a full day dependent on the severity of the behaviour).
- Suspension
- Permanent exclusions, in the most serious of circumstances

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

Confiscation, searches, screening

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

Removal from classrooms

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 one of the senior leaders in school; Mrs. D. Linley, Mr. G. Linford, Miss Dorsett and Mrs. Dykes.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the principal (i.e. internal exclusion). The purpose of the removal is to reintegrate the child back into class as quickly as possible with the intent to not behave inappropriately again and ensure the rest of the children in the class can continue to learn and thrive in a positive atmosphere.

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 on the same day that their child is removed from the classroom if it has been for a prolonged period (of more than 1 hour). Removals from class to allow for reflection and restorative conversation with a senior leader are expected to take around 10 minutes dependent on the context of the situation, children may need a little more time on emotion coaching/reflection (see step 5 in the flowchart).

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, this will be discussed with parents in a meeting with the principal and senior staff. When managing behaviour, the school must consider the needs of ALL children in the classroom. Possible actions that can improve persistent disruptive behaviour can include:

- exploring local and wider help through an Early Help assessment
- small group work in school to support
- 1:1 work with an adult
- roles and responsibilities for the child
- working together with parents on behaviour and routines in the home
- Intervention support from the City of Birmingham Behaviour School.

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.

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.

Please refer to our exclusions policy for more information

(<https://www.stmarkc.bham.sch.uk/wp-content/uploads/2021/08/policy-exclusion.pdf>).

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

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

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

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

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

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

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

To enable early identification of triggers with children with SEND, every child with a SEND need or a child who we are monitoring for SEND will have a one page profile completed with information about the child's behaviour and triggers identified. This is reviewed half termly by the SENDCo so that any further external agency support can be sought quickly should it be required.

Leaders in school (Mrs. Linley and Mr. Linford) review behaviour logs on a weekly basis and monitor the number of behaviour logs involving SEND children so that further action can be taken if necessary to reduce the number of behaviour incidences involving SEND children.

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

Adapting sanctions for pupils with SEND

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

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

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

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

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

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

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

Further Information can be found at: <https://www.localofferbirmingham.co.uk/education-health-and-care-plan/>

Supporting pupils following a sanction

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

When a child is returning to the classroom, we want to ensure that this is a well-planned transition to allow the children to achieve success. The use of timers will be used while children are taking some time out of class.

Leaders in school (Mrs. Linley and Mr. Linford), monitor behaviour logs weekly and review the impact of sanctions given. Praise is celebrated with pupils and parents via letters home, behaviour certificates in assembly, verbal communication and in review meetings with parents.

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. Mrs. Linley (the school principal) will meet with the child and parents before starting school to help prepare and plan the child and family for transition purposes.

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.

Training

Staff from the City of Birmingham School (COBS) work closely with us to help overcome any challenging behaviour barriers that require more intense support. As part of their induction process, our staff are provided with regular training on managing behaviour, including:

- whole class observation on behaviour with a specialist behaviour teacher from COBS.
- Full access to the Behaviour support platform (Beacon School support, found at: <https://beaconschoolsupport.co.uk/>)
- Behaviour and attitude observations by senior staff in schools

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

- 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 term by Gary Linford.

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.

Monitoring this policy

This behaviour policy will be reviewed by the principal and Local Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

- Links with other policies

This behaviour policy is linked to the following policies

- SJBCA Behaviour Policy
- SJBCA Exclusions and Suspensions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Anti-Bullying Policy

“This policy adheres to the principles under data protection law. For further information please review the school’s data protection policy published on the school’s website”