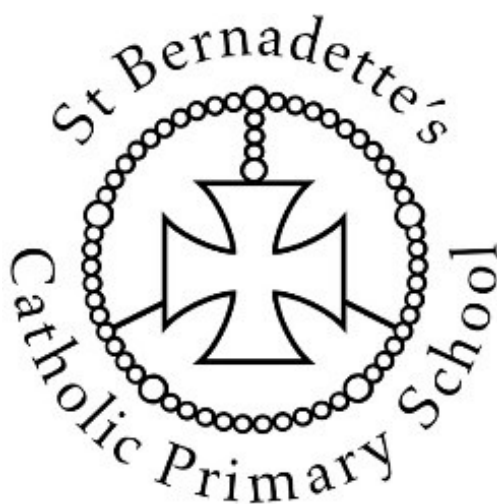


Behaviour & Discipline Policy

Including statement of behaviour principles



Approved by:	Full Governing Board	Date: 13 July 2026
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Last reviewed on:	
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Next review due by:	July 2027
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St Bernadette's Catholic Primary School

Behaviour & Discipline Policy

Loving, serving and growing together with Jesus

1. Aims

By implementing our mission statement and aims, we reaffirm that every member of our school community has a right to:

- recognition of their unique identity;
- feel valued and be treated with respect and dignity;
- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.

With rights come responsibilities, so St Bernadette's Behaviour Policy and Written Statement of Behaviour Principles (see appendix 1) are, therefore, designed to support both children and adults in working together to establish and sustain a culture of responsibility and co-operation.

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
- Enable our children to become positive, responsible and increasingly independent members of both the school and wider community.

Our behaviour policy is primarily concerned with developing a consistent approach to behaviour management by promoting good relationships and positive behaviours, so that we can work together with the common purpose of helping everyone to achieve their potential, academically, socially, emotionally and spiritually.

2. Legislation, statutory requirements and guidance

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

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
 - Bullying (including online)
 - Deliberate spitting
 - Verbal abuse
 - Physical abuse
 - 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, physical behaviour, and online sexual harassment
 - Causing someone to engage in sexual activity without consent
 - Upskirting
 - Initiation/hazing type violence and rituals
- Misogyny/misandry
- Swearing / verbal aggression towards pupils or staff
- Physical aggression towards staff
- Vandalism and damage to property
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any **prohibited/banned** items. These are:
 - Sweets
 - Knives or weapons
 - Alcohol

- Mobile phones
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- 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)

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

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: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

At some time, we all have the potential to bully or be bullied. Not all aggressive interactions are bullying and bullying should not be mistaken for disagreements between children. Bullies come in all sizes, shapes and sexes and their actions are sometimes obvious but sometimes subtle. Bullying can be aggressive and violent but it may well also be quiet and planned. Staff at St. Bernadette's are encouraged to take all incidents of bullying towards pupils or staff very seriously and investigate thoroughly any disclosures from children, parents, staff or other sources. We regularly discuss bullying with the children and ensure we allocate time across the school year to focus on anti-bullying (including online safety and cyber bullying).

Cyber-Bullying and online misbehaviour

With more and more of us using email and mobile phones and other electronic devices, bullying does not have to happen in person. Silent phone calls or abusive texts, emails and social networking sites can be just as distressing as being bullied face to face. There are 7 categories of cyber-bullying:

- 1) **Text message bullying** involves sending unwelcome texts that are threatening or cause discomfort.
- 2) **Picture/video-clip bullying** via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- 3) **Phone call bullying via mobile phone** uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- 4) **Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- 5) **Chat room bullying** involves sending menacing or upsetting responses when they are in a web-based chat room. It is also important to be aware that these online chat facilities can be embedded within online games too.
- 6) **Bullying through instant messaging (IM)** is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online (i.e. Facebook, Twitter, etc.).
- 7) **Bullying via websites** includes the use of web logs, personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber bullying.

Dealing with bullying

- talk about it
- encourage disclosure
- empower the victim to face the bully
- involve SLT
- involve parents with a member of SLT.

Dealing with Cyber Bullying

- All incidents of cyber-bullying should be reported to the Headteacher who will then ensure the person being bullied is being supported, take responsibility for investigating and managing the incident and for contacting the police and LA if appropriate.
- Procedures will be followed in line with LA and DFE guidelines.

Establishing a communicating climate

In order to do this staff must regularly:

- use circle time, assembly, RSHE to encourage talking about feelings and the need to tell someone if you are hurt, frightened or upset
- make time to listen to children
- always follow incidents through
- use persona dolls to support discussion
- use conferencing to establish dialogue between the offenders and victims
- involve parents
- make children aware of the 'Learning Mentor' role in our school

Unacceptable and inappropriate behaviour will be reported to parents and in the case of a serious incident, such as the bullying of another child or a staff member, the parents of the child concerned will be contacted by letter, email or telephone and asked to make an appointment with the Head/Deputy Head Teacher. Parents are strongly encouraged to initiate contact with the school if they have information or concerns about bullying that need to be brought to our attention.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation
- Ensuring that a procedure is in place for recording and reporting each:
 - Significant incident involving force
 - Seclusion incident
 - Restraint incident
- Supporting and challenging school leaders to identify where changes may be needed to practice. For example:
 - If approaches have been used for some time but haven't been effective
 - If there is any disproportionate use of restrictive interventions, including in relation to pupils who share protected characteristics or have SEND or other types of vulnerabilities

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)

- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Making sure that appropriate and high-quality training on preventative strategies and the safe and lawful use of restrictive interventions is provided for staff who need it, based on our school's individual context and needs
- Ensuring adequate staffing levels to support positive behaviour management
- Ensuring compliance with recording and reporting requirements
- Authorising staff to search a pupil or their belongings if they have good reason to think the pupil has a prohibited or banned item
- Following the procedures set out in our complaints policy to deal with any complaint about the use of restrictive interventions
- Following the statutory safeguarding guidance Keeping Children Safe in Education if an allegation regarding inappropriate use of force and/or other restrictive intervention is made against a member of staff
- Ensuring that staff deal effectively with poor behaviour
- Monitoring incidents involving restrictive interventions, including regular review of incidents to refine and improve processes
- 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 (see appendix 2), 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 child protection and 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)
- A significant incident is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. This includes when physical force is used to implement a non-physical restrictive intervention.

5.3 Staff

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
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour

- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly via CPOMs (see appendix 5 for Incident Report if, for any reason, unable to access CPOMS)
- Accurately recording every seclusion incident, restraint incident and significant incident involving force that they are involved in
- Reporting these incidents to the designated safeguarding lead (DSL)
- Recording any injuries that occur as part of an incident involving restrictive intervention, and following our health and safety policy to ensure these are reported to the Health and Safety Executive where necessary
- Taking part in training on preventative strategies and the safe and lawful use of restrictive interventions, if relevant to their role (this may include additional training appropriate to their responsibilities)
- Challenging pupils to meet the school's expectations

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

5.4 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Reporting every seclusion incident, restraint incident and significant incident involving force to each parent/carer of the pupil involved
- Making sure records are kept securely and in accordance with safeguarding and data protection procedures
- Contacting the local authority in cases where informing a pupil's parent/carer of the use of reasonable force, seclusion or restraint on their child would put that child at risk of significant harm (see section 7.6.3 of this policy)

5.5 Special Educational Needs co-ordinator (SENCO)

The SENCO is responsible for:

- Working with pupils, parents/carers and relevant school staff to develop and review behaviour support plans and risk assessments for any pupils with SEND where it's been identified that there is an increased likelihood of the need to use restrictive interventions
- Ensuring staff are aware of individual pupil needs and associated behaviour support strategies
- Working with staff who know pupils well, to identify and manage risk (such as trigger points when challenging behaviour is more likely to occur)
- Working with pupils, parents/carers, staff and other relevant professionals to develop prevention and de-escalation strategies
- Advising on reasonable adjustments for any pupils with disabilities when considering prevention and de-escalation strategies
- Participating in the review of restrictive intervention incidents involving any pupil with SEND
- Providing advice and support on the application of this policy for pupils with SEND
- Contributing to staff training on SEND and behaviour management, including the use of restrictive interventions

5.6 Parents and carers

Parents and carers, where possible, should:

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

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

5.7 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 standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

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

Pupils from Year 1 upwards will contribute to their specific Class Promises, which will be referred to and reviewed regularly throughout the academic year

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.

6. School behaviour curriculum

We deploy a range of approaches to promoting positive, respectful behaviours and self-regulation across our curriculum, for example:

- School rules
- Class Promises
- Zones of Regulation
- The Colour Monster (Nursery and Reception)
- Virtues Curriculum
- Ten:Ten Life to the Full RSHE Programme
- Links the British Values
- Links to Catholic Social Teaching
- Circle Time
- House Points

- Bernadette Beads
- Weekly Spirit of St Bernadette
- House Captains
- Corridor Monitors
- Rewards - stickers, certificates
- Computing curriculum - internet safety
- Healthy Community Week
- Anti-bullying Week

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- 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

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum (see appendix 2).

Our School Rules are positively phrased, clearly visible and referred to consistently, predictably and regularly, by all staff. They are displayed in every room in the school:-

- We will look after each other and our school
- We will try our best
- We will be honest
- We will listen and follow instructions

The structures which underpin the rules reinforce the smooth running of the classroom. The more habitual the routines become, the more likely they are to be used. The school day comprises a series of routines, particularly at times of transition,

Appendix 2 shows suggested strategies at whole class, group and individual level for routines.

6.1 Mobile phones

If mobile phones are brought into school, they must be put into a special box in the office at the start of the day and collected at the end of the day. If such items are found on children during lesson time, they will be confiscated by any member of staff.

Any mobile device found to be used by a pupil on the school site may trigger disciplinary action in line with the school behaviour policy.

Mobile phones are also not permitted on residential trips or trips outside of the normal school day.

7. Responding to behaviour

For more information, see appendices

7.1 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
- Implement the school's approach to the rewards and sanctions detailed within this policy
- Display and regularly refer to the school's 'non-negotiables' (appendix 10) and the Classroom Promises
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning
 - 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

7.2 Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

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, a referral to *Family Help Hubs* (previously referred to as *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.

7.3 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
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Stickers, housepoints, Dojo points or Bernadette Beads

- Positions of responsibility, such as Mini Vinnies, Ambassador, House Captain, Playtime Pals, Corridor Monitors or being entrusted with a particular decision or project
- Whole-class or year group rewards

Spirit of St Bernadette

Every week one child per year group is awarded as the 'Spirit of St Bernadette's' for actively living our mission statement. These children are celebrated in our weekly assembly where they receive a special certificate to take home. Any child awarded the 'Spirit of St Bernadette's' certificate attends a special celebration at the end of the half term with a member of SLT.

House points

At St Bernadette's we are one community and teamwork is heavily encouraged. When children follow our school rules they are rewarded with house points, which go towards a half termly total for each house. The house group winner at the end of each half term are given extra break time as a team reward.

During lunch time, house points are given to children by staff in the form of counters which are then placed inside a coloured coded box to match each house. House points are given in line with our Lunchtime Rules:

- We use our manners
- We use cutlery to eat our hot food
- We stay in our seats whilst eating
- We use quiet voices to speak to others
- We clean up after ourselves.

Bernadette Beads

Bernadette Beads are awarded to children who are observed to be actively living out the school's Mission Statement, Virtues and Catholic Social Teaching Principles (see appendix 7). The awarding of beads should be recorded in a child's Pupil Planner with certificates presented for each 10 beads awarded. (see appendix 8 for recording sheet)

Early Years (Nursery and Reception) specific rewards

In Early Years there are numerous rewards strategies used:

Petal System, Children start with 3 petals they can earn 3 additional petals throughout the day and get a sticker at the end of the day if they have all 6 petals. At the end of the week if a child has not lost any petals, they receive a special 'I'm a Petal Super Star' Sticker. Petals can be earned for following the school rules, demonstrating exemplary behaviour or persevering with a piece of work.

Dojo Points, Children can earn dojo points for completing home learning (5 points), reading at home (1 point per day) or for completing phonics home learning (5 points). When a child reaches 50 dojo points, they receive a special certificate in the weekly celebration assembly and visit the year group 'gift shop'

Every week one child per class is selected for their efforts in their learning: 'Star Learner' and for being the 'Spirit of St Bernadette'. These children are celebrated in our weekly celebration assembly where they receive a special certificate to take home and get to visit the gift shop. Any child awarded the 'Spirit of St Bernadette's' certificate gets to take home the class reward bear.

Key Stage 1 (Years 1 and 2) specific rewards

In KS1 all children start their day with their name placed on the 'sunshine' visual. Children are encouraged to follow our school rules to earn themselves movement onto the 'rainbow' visual, which in turn earns minutes towards 'Golden Time'. 'Golden Time' is an allocated slot at the end of the week. Children have the opportunity to sign up to a range of motivating activities during this time. Children have a fresh start for the AM and PM sessions in order to promote responsibility for their own behaviour. Once 'Golden Time' is earned it cannot be taken away. Instead, a ladder of consequence is referred to (see section 7.4) At the end of every day, 10 minutes is allocated for quiet and calm down time, where a class book is read with the children.

Lower Key Stage 2 (Years 3 and 4) specific rewards

In lower KS2 the system in place is similar to KS1, however 'Traffic Lights' are used. The children start their day with their name placed on the 'green' light and then work their way onto the 'golden' light. If the children remain on the 'golden' light by the end of the session, this in turn earns them minutes towards 'Golden Time'. 'Golden Time' is an allocated slot at the end of the week. Children have the opportunity to sign up to a range of motivating activities during this time. Once 'Golden Time' is earned it cannot be taken away. Instead, a ladder of consequence is referred to (see section 7.4) At the end of every day, 10 minutes is allocated for quiet and calm down time, where a class book is read with the children.

Upper Key Stage 2 (Years 5 and 6) specific rewards

In upper KS2 children are starting to prepare for transition to secondary school and this is emphasised through our behaviour management system. For each lesson a 'green tick' can be earned for following our school rules. The 'green ticks' are recorded inside each child's individual planner, which is why it is imperative the children bring their planner to school daily for their ticks to be recorded and monitored. For every green tick that is earned the children receive virtual pennies, which are paid at the end of the week. Each half term a reward opportunity is given where the children can spend their virtual money. In addition, any weekly 'high earners' who are consistently receiving 'green ticks' will be rewarded with additional activities such as laptop time or extra break time but this remains at the teachers' discretion

7.4 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, including the use of pre-arranged scripts and phrases (see appendix 4), can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention.

All pupils will be treated equitably, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) 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.

Children who are not following a particular rule will be reprimanded through a consistent 'ladder' of consequences. These increase in severity if the behaviour does not improve. Strategies are used to encourage the child to improve their behaviour, such as highlighting positive behaviours and looking for opportunities to re-establish the relationship with the child, such as helping them with their work or addressing the underlying cause of the behaviour.

See Appendix 3 for the content of the Key Stage specific consequence ladder that is displayed in all classrooms.

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
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Completion of a What Would Jesus Do form (WWJD - see appendix 6)
- Loss of privileges - for instance, the loss of a responsibility
- School-based community service, such as tidying a classroom or litter picking
- Referring the pupil to a senior member of staff

- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report' with a member of SLT
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions. Where appropriate, staff will liaise with our Inclusion Manager, DSL or Learning Mentor to help determine an appropriate sanction. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Some behaviours are more challenging than others. Appendix 4 outlines possible scenarios and strategies for dealing with more challenging behaviour. In most instances an adult's usual behaviour management strategies and professionalism will be enough to diffuse any problematical situation. However, where inappropriate behaviour is likely to escalate or to prove damaging to people or property, all staff must intervene to "regulate the conduct of pupils" (Education and Inspections Act, 2006).

Steps, such as dialogue and diversion should always be taken initially.

7.5 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Examples of **restrictive interventions** could include:

- Supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others
- Passive physical contact, such as a staff member blocking a pupil's path if they're running towards danger (like a busy road), or staff standing between pupils to prevent a fight

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

7.5.1 Prevention and de-escalation strategies

Restrictive intervention is used only when necessary. We aim to minimise its use as much as possible, using both whole-school and individual approaches.

Our whole-school approach includes:

- Consideration of how our school and classroom environment can support all pupils to achieve and thrive
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation

- Development of working staff-pupil relationships and trust
- Recording and analysing data on misbehaviour and the use of restrictive interventions to inform improvement planning
- Clear School Rules and Reward Systems
- Catholic Social Teaching Principles and Christian Virtues

The individual approaches we use include:

- Working closely with parents/carers to support individual pupils
- Strategies to support individual pupils based on their identified needs, including:
 - The development of behaviour support plans
 - Strategies to help pupils calm down before their behaviour escalates
 - Making 'reasonable adjustments' where a pupil has a disability, to help them participate in school life as fully as possible
 - Use of incentives such as reward charts

7.5.2 De-escalation when a situation arises (see also appendix 4)

When a staff member is faced with a situation where a restrictive intervention may need to be used, they should consider using de-escalation techniques first, wherever possible. Techniques that could be used in these situations include:

- Having open body language and being aware of a pupil's personal space
- Taking a pupil away from an 'audience' - speaking to them on their own rather than in front of a group of other pupils or staff
- Using empathy - asking the pupil to help you understand their feelings
- Offering a calm space for the pupil to go to so they can self-regulate
- Non-verbal cues - approaching child, a look, use of communication cards
 - Lowered voice rather than raising it
 - Use the pupil's name calmly
 - Give the pupil space and time to comply
 - Offer choices where possible ("You can either... or...")
 - Use distraction or redirection
- Verbal warnings - calmly reminding the pupil of the consequences of their behaviour

7.5.3 Reasonable force

Reasonable force refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

Restraint is a form of non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.

Examples of the use of reasonable force could include:

- A staff member holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others
- A staff member guiding a pupil to safety by the arm
- Staff breaking up a fight between pupils
- A staff member restraining a pupil to prevent injury to the pupil, or others

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

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.

7.5.4 Seclusion

- Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them - eg Oasis room, Explore Room, Tent in Oasis, cushioned area in corridor or the office area.
- The pupil will be supervised at all times, by at least 1 member of staff

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

If the person managing a given situation feels that a pupil needs to be secluded because of the risk of injury to persons or damage to property, this should not go on longer than necessary. Members of staff will follow up any behaviour or discipline problems with children in their care. Should the occasion arise, they should seek advice from senior members of staff who, in turn, must support readily, while judiciously balancing the problems of a difficult pupil, with the need to establish acceptable standards of behaviour.

- A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. This includes when physical force is used to implement a non-physical restrictive intervention.

7.6 Deciding when the use of restrictive interventions is appropriate

7.6.1 Necessity and proportionality

The decision on whether to use restrictive interventions is down to the professional judgment of the staff member and will always depend on the individual circumstances of each situation.

Staff should always consider whether there are other ways to manage the situation, such as the de-escalation techniques outlined in section 7.5.2 of this policy and/or seeking assistance from a colleague. However, there may be times when staff have no other choice but to use restrictive interventions, to reduce the risk of harm to the pupil and/or others.

When assessing whether a restrictive intervention is required, staff should always consider:

➤ Is it necessary?

- Are there other more effective, less restrictive ways to manage the situation?
- Is a restrictive intervention likely to successfully reduce the risks, or could its use escalate the situation further or cause more harm than the behaviour itself?

➤ Is it proportionate?

- Staff should use the least amount of force or the least restrictive intervention for the least amount of time required to reduce the risks
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy
- Staff should consider the individual circumstances of the pupil, such as their age, size and any medical conditions, SEND or other vulnerabilities

7.6.2 Pupil and staff welfare

Pupil welfare

The most important consideration when using a restrictive intervention is the safety and wellbeing of the pupil involved, as well as the safety of other pupils and staff. Staff should always consider the potential impact on the pupil's welfare balanced against any actions taken. For example, staff should bear in mind that pupils who have experienced adverse life events, trauma or neglect, or who have diagnosed or undiagnosed medical conditions or sensory impairments, communication difficulties or other needs, may find the use of restrictive interventions particularly distressing.

If a restrictive intervention is needed, staff should always aim to maintain respect for a pupil's dignity. This includes consideration of the location and environment where any intervention is used, such as in front of their peers.

Staff should, wherever possible, clearly and calmly communicate to the pupil what is happening, why, and what the pupil needs to do, including using verbal and non-verbal strategies where needed, and giving time for the pupil to process information and respond where appropriate.

Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Support following an incident

As soon as possible after any use of restrictive intervention, our school will evaluate the incident to understand why restrictive intervention was used, the impact on pupils and staff, any patterns and trends, and how another incident could be avoided in the future.

Our school will make sure each pupil and staff member involved get the right support, including a medical assessment and treatment if needed, and an opportunity to reflect on and talk through the incident.

This follow-up conversation(s) will be part of the overall debriefing process to understand what happened during the incident and why, based on separate reflections from all parties involved. Conversations should also aim to repair and rebuild relationships through dialogue.

Wherever possible, this process will be facilitated by a staff member who was not involved in the incident. It may also include the presence of an additional person to ensure impartiality and support. The school will continue to monitor pupil and staff wellbeing and provide additional support if needed.

Depending on the circumstances, support may also be offered to those who witnessed the incident.

7.6.3 Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Staff must record incidents in writing on the schools CPOMs system, as soon as possible after the event, and should endeavour to do this on the same day. Staff should do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

For significant incidents involving force, we will record:

- The names of the pupil and staff members directly involved
- Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- The time, date, location and approximate duration of the intervention
- A clear and brief description of what happened, including:
 - What led up to the incident
 - Any known or potential triggers for the behaviour
 - Any preventative or de-escalation strategies used
 - The type and degree of reasonable force used
 - Details of any physical injuries sustained, if applicable
- A brief explanation of why using force was assessed as necessary in that situation
- Details of any support given after the incident, such as medical help or emotional support

For seclusion incidents and restraint incidents, we will record:

- The names of the pupil and staff members directly involved
- Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- Details of any physical injuries sustained, if applicable
- Details of any support given after the incident, such as medical help or emotional support

Reporting incidents to parents/carers

We will inform parents/carers about an incident as soon as we can after it happens and will endeavour to do this on the same day. We will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

The exception to this:

If a member of staff thinks that telling the pupil's parents/carers would likely result in significant harm to that pupil. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the pupil ordinarily resides

When we report **significant incidents involving force** to parents/carers, we will include the following details:

- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- A short description of the type and degree of force that was used
- Details of any physical injuries sustained, if applicable

When we report **seclusion incidents and restraint incidents** to parents/carers, we will provide parents/carers with a copy of our written record of the incident.

Note: if a seclusion or restraint incident also constitutes a significant incident involving force, we will report it in line with our procedure for reporting significant incidents involving force. It does not need to be reported twice.

When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other pupil

7.6.4 Appropriate physical contact with pupils

Our school does not have a 'no contact' policy. We do not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force or other restrictive interventions.

Examples include:

- Providing first aid to a pupil
- Guiding or escorting a pupil through the school building or on a school trip by holding their hand
- Comforting a pupil who is upset

- Offering congratulations or praise, such as with a pat on the back or handshake
- To demonstrate how to use a musical instrument
- When demonstrating exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in any given situation, staff should use their professional judgement, and have regard to:

- Our school's child protection and safeguarding policy
- The specific circumstances, such as whether there are other adults present
- Factors including, but not limited to:
 - The pupil's age
 - Any known vulnerabilities, including whether the pupil has special educational needs and/or disabilities (SEND)
 - Whether any alternative strategies that don't involve physical contact can be used

7.7 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on 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/carers, if appropriate.

Searching a pupil

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

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

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

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

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or if the pupil has agreed. They **can** use reasonable force to search for prohibited items (as listed in the DfE's searching, screening and confiscation guidance), such as knives,

weapons, stolen items or illegal drugs. They **cannot** use reasonable force to search for items that are banned under our school rules only

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the headteacher or D/DSL to try to determine why the pupil is refusing to comply.

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

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

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

'Outer clothing' includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- 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)

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/carers

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

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

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

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 Police and Criminal Evidence Act 1984 (PACE) Code C.

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, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether 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/carers, 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 information about the role of the appropriate adult).

The pupil's parents/carers 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, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- 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 child protection and safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, 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.

7.8 Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our child protection and safeguarding policy. Our child protection and safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

7.9 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).

7.10 Online misbehaviour (see also section 4)

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.

7.11 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher / DSL/DDSL 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.

7.12 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 child protection and safeguarding policy for more information.

7.13 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.

8. Serious sanctions

8.1 Detention

Class teachers and members of the leadership team have been authorised by the headteacher to give pupils detentions.

Pupils can be issued with detentions during morning break and lunch breaks during term time.

The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 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. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary (see 7.5.4 for more detail on seclusion and its use).

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be 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 members of the school leadership team or the Learning Mentor.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is 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/carers will be informed 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:

- Meetings with learning mentor
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil referral units
- Multi-agency assessment

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

8.3 Suspension and permanent exclusion

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 headteacher and only as a last resort.

Please refer to our exclusions and suspensions policy for more information.

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). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

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

Our approach to anticipating and removing triggers of misbehaviour includes but is not limited to:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (Explore, Oasis) where pupils can regulate their emotions during a moment of sensory overload
- Behaviour Plans,
- 1:1 support and group support from Learning Mentor
- Close working with parents and carers
- Working with external agencies - eg Mental Health Support Team, LA SEND team
- 'Soft Landing' start to school day
- Ref to Ordinarily Available Provision (OAP) - see appendix 2

We understand that pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

Our school is committed to understanding what might trigger challenging behaviour in pupils with SEND, and to providing the right support and an inclusive environment.

We will carry out risk assessments for pupils with SEND, where we identify that there is an increased likelihood of needing to use reasonable force and/or other restrictive interventions.

9.2 Adapting sanctions for pupils with SEND

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

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

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

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

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

A child who exhibits challenging behaviours does not necessarily have SEND; thorough investigation is undertaken as to what the behaviour is a symptom of. This will include looking at teaching, management and individual pupil analyses.

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

Where necessary and where possible, 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/carers to create the plan and review it on a regular basis.

Any additional support and interventions put in place for the child will be discussed and agreed upon with parents, and any observations made or support required at home will also be discussed, in order to plan effectively for the child. Interventions and additional support will then run for two review cycles before a formal review takes place. These will however be regularly reviewed as part of an ongoing teaching and learning process, and support for individual children will be recorded on a year group provision map. Specific outcomes set using the FACT will be agreed upon

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 matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

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

This could include measures such as:

- Reintegration meetings
 - Daily contact with the senior leadership team and/or Learning mentor
- A report card with personalised behaviour goals

11. Pupil transition

11.1 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.

11.2 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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

Throughout the year, the Inclusion Manager organises and leads a range of professional development sessions with all teaching staff. This starts with an INSET in the Autumn term outlining the key behaviour management approaches used within the school.

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

- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice and behaviour management

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions and managed moves
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed termly by the Headteacher, Deputy Headteacher, Learning Mentor and Governing Board.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By SEND/not SEND
- By type of behavioural incident
- 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 them.

14 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the governing board.

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

15. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions and suspensions policy
- Child protection and safeguarding policy
- Inclusion Policy

St Bernadette's Statement of Behaviour Principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils, parents and staff

The exclusions and suspensions policy explains that exclusions and suspensions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions and suspensions

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

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

This written statement of Behaviour Principles is reviewed and approved by the full governing board every year in conjunction with the Behaviour Policy

APPENDIX 2- St Bernadette's Environment for Learning - Daily Routines

- Establish an inclusive environment for children grounded in mutual respect.
- Create a calm, orderly, respectful, supportive and positive environment in which pupils can thrive (taken from new framework). Consider the environment (noise, room temperature, lighting and room layout).
- Place the child's view at the centre remembering that behaviour is a form of communication, and staff will have an active curiosity about what a child is trying to communicate to them.
- Establish an inclusive environment for children grounded in mutual respect.

<u>Ordinarily Available Provision (OAP)</u> https://www.mkSENDlocaloffer.co.uk/ordinarily-available-provision-school-age	<u>Suggested Inclusive Teaching Strategies</u>	<u>Targeted provision</u>	<u>Personalised provision</u>
<u>Start of the day doors open.....</u> • come in, quickly • check board for specific work • settle to focused task quickly	• Music and movement • Specified morning activities	• Put the work out on tables • beat the timer to settle quickly • Visual timetable	• tell instructions to individual • TA collects work for individual child • Individual and specific visual timetable (including any mentoring, snack and reward time) • Individual meet and greet session • Morning routine/softer landing. Access to a safe haven
<u>Lining up</u> • alphabetical order • quietly, orderly, promptly • last child out turns off lights	• stand behind chairs first then line up	• alternative places for some children-e.g. start/end of line	• individual holding hand or individually escorted
<u>Changing between lessons</u> • keep to left system • quietly, orderly, promptly	• positioning of staff to supervise	• partners to escort	• TAs to monitor individuals • Individually escorted

agreed times for all classes to change			
<u>Collective Worship</u> - enter quietly in lines (children and adults) - children wait to be told to sit down (often a non-verbal sign) - sit still and quietly, facing front	- teachers positioned along the route - some staff in assembly - visuals on screen - quiet, peaceful music	separate individuals, put on ends of lines	- sit at front - sit near adult - Ear defenders - Agreed objects to reduce fidgeting. - Mirroring software - Child does not attend assembly if overwhelming
<u>Giving out resources</u> e.g. white boards/ books etc. - system to give out quickly and in orderly fashion - enough resources for groups, in packs / trays / boxes - all resources in working order	- monitors, names displayed, changed regularly - equipment bagged/boxed in sets - routine established and adhered to - refills available/to hand	- ready on group's table - group equipment colour-coded	individuals given their resources by another child or TA
<u>Tables</u> - same size - arranged for groups if appropriate - basic equipment stored tidily in baskets on tables	- table points - monitors for tidying boxes - only essential items stored in baskets - items checked regularly		- separate table for individuals to sit at for short spells - use of sloping boards - work tray at individual's workstation - visual checklist
<u>Seating</u> - same size - same colour of chairs - seating plans for different lessons - number of chairs	seating plans displayed	- certain children sat near teacher/ near whiteboard - carpet buddy	- special seating for those with SEN or disabilities - Additional workstation accessible - Consider where the pupil is located in the classroom and the impact and/or distraction (window/door/at the front/back, near the teacher)
<u>Storage</u> curriculum resources not in everyday use stored centrally in resource areas	- monitors for resources - labels colour coded for different types of resources/ paper/etc.	- monitors - picture cues - colour coding	- monitor mentors - instructions repeated and simplified 1 step instructions

• a place for everything- known by teachers and class • resources stored neatly • use of space • different curriculum areas • children's books			
<u>Carpet Area</u> • each teaching area has a designated space for bringing the class together (FS & KS1)	• limited number of children sat on specified chairs around edge of carpet area	• carpet spaces • one or two children on chairs or cushions • carpet partners	• TA support • Resources to highlight where individual seat is e.g. carpet spot/mat • Wobble cushions
<u>Class Notices</u> • fire drill • wet play routines • behaviour plan • red triangle • routine jobs and monitors • up to date timetable • system for notes e.g. newsletters /notes for absent children, PE kit, library, homework	• daily timetable displayed • notes put in bags	• information enlarged /simplified • given verbally to groups	• simple messages given verbally to individuals by TA or class teacher, reinforced often • individual timetables displayed, clear for child to follow.
<u>Playtimes</u> • morning play • lunchtime • wet play • set of wet play games available and playtime paper • school rules adhered to	• children dismissed table by table • wet playtime activities	• wet playtime games kept near monitor who checks them in and out	• 1:1 support • Alternative space in school that is quieter and calmer
<u>Afternoon routine</u> • line in alphabetical order	• quiet reading • activities on IWB • relaxation techniques	• put the work out on tables	• tell instructions to individual • TA collects work for individual child

- enter through classroom door - settle down quietly to activity.	'Just a minute' quiet time - Calming music	- beat the timer to settle quickly - Visual timetable for PM	visual timetable with individual (including any mentoring, snack and reward time)
Reading sessions - quiet reading - group reading - guided reading - paired reading - books ready - routine established for settling quickly - routines known and displayed for who is doing what and when - clear and effective routine for changing reading books	- reading group rota on display - book monitors	parent helpers	TA support
Lessons - learning intentions (L.I.) evident - steps to success (success criteria) evident - marking of work follows school policy - A growth mindset approach to learning in classes - Feedback is encouraging and supports future effort - Teachers provide specific guidance on how to improve and support pupils to plan how they will action the feedback they have received - Make links to the learning and real life contexts	- L.I. on board - L.I. copied into exercise book - plenary at end of lesson - enough time allowed for clearing up calmly and efficiently - Use of exemplars and non-exemplars of a task to visually show what is expected (WAGOLL) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants - Technology is used effectively to support pupil achievement. Refer to ICT OAP	- L.I. pre-printed / written on worksheet already - Clear differentiation and adaptation - Sufficient processing time and response time given to a pupil - Introduce a variety of language through rhymes and songs	- TA to write LI and date. - Differentiated and adapted work appropriate to level

	• Use of sentence stems • Use of a scaffolding framework. Over time, teachers intentionally and gradually reduce the amount of scaffolding to promote independence • Use of manipulatives (physical objects) and representations to support learning, develop understanding and help pupils engage with ideas		
<u>End of the day</u> • clearing up • dismissing class • clear, efficient routines • established and known by all • staff regularly going outside to see children are safe/ meet parents	• plenty of time allowed to finish and clear away • clear cloakroom • stand behind place / sit in place, ready to be dismissed • teachers carefully positioned to dismiss class	• classroom monitors • rhyme for tidying up at end of day	• TA support • Escorted to parents

APPENDIX 3- KEY STAGE SPECIFIC CONSEQUENCE LADDER

KS1



Lower KS2



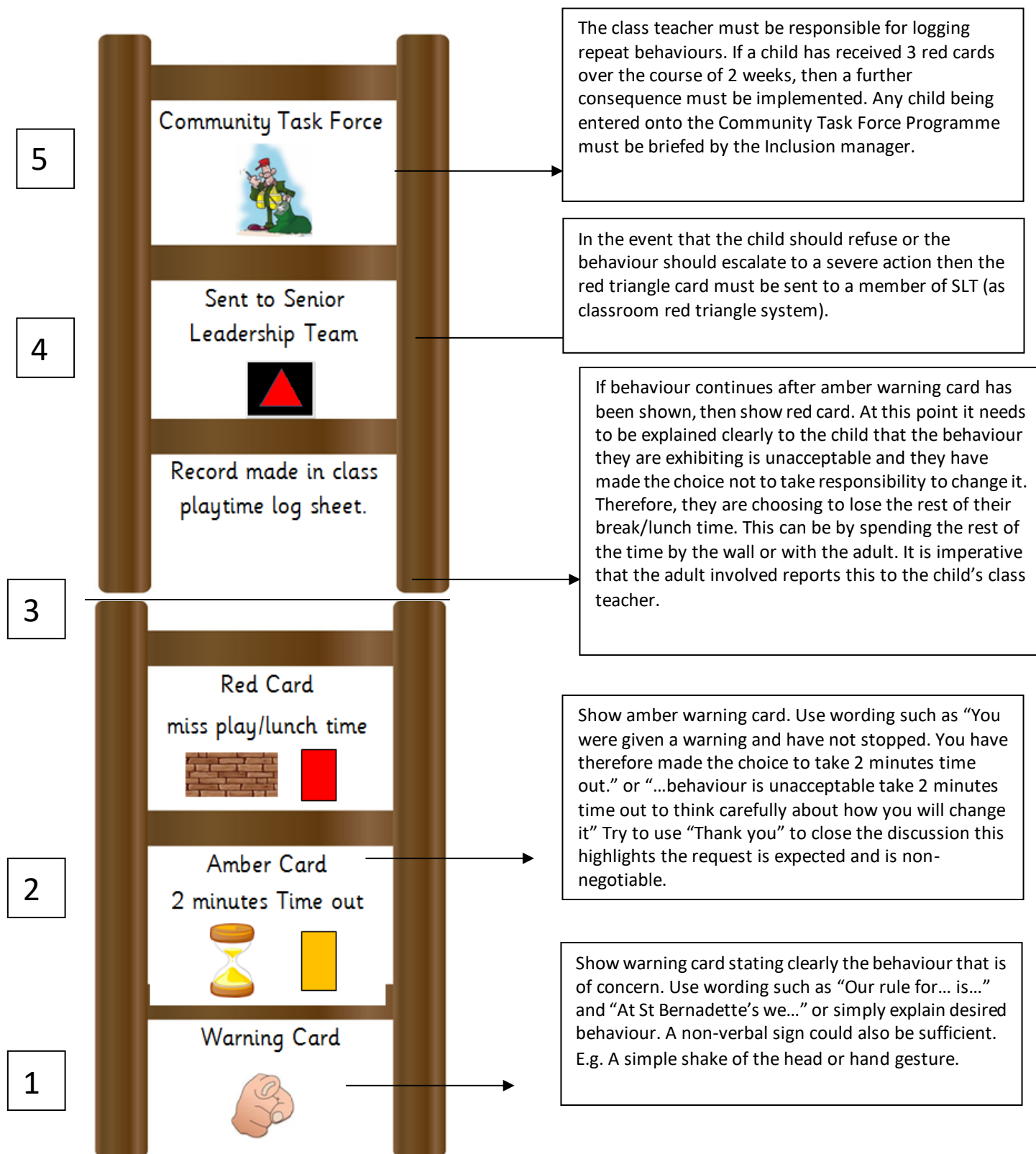
Upper KS2



Online consequence ladder (If required due to school closures and remote learning requirements)



Playground consequence ladder



NB: For children with key SEND, adults will be mindful of the specific needs of key children and discuss with the class teacher and Inclusion Manager appropriate strategies to be applied.

Behaviour Management Strategies

At St Bernadette's we avoid raising our voices and do not become involved in arguments with a child. Clapping patterns that the children repeat back, the use of a percussion instrument and non-verbal signals tend to be far more effective means of gaining the class' attention than shouting.

- ❖ Non-verbal messages
- ❖ 'The Look', moving closer, visual prompts.
- ❖ Tactical or planned ignoring
- ❖ Planned method of dealing with a specific undesired behaviour that is discussed with a pupil later.
- ❖ Description of reality
- ❖ Simple, calm statement of fact describing the inappropriate behaviour. *"John, you are talking."*
- ❖ Simple direction
- ❖ Simple clear statement of desired behaviour followed by 'thank you'. Using thank you implies compliance.
- ❖ Redirection. This reminds the pupils of what they should be doing and avoids getting involved in a discussion about what they are doing wrong.
- ❖ Rule reminder
- ❖ Restate the relevant rule *"Our rule for lining up is...."*
- ❖ Question and feedback
- ❖ Asking a prompt question to show that inappropriate behaviour has been noticed *"What's happening here?"*
- ❖ Blocking or assertive statement
- ❖ When compliance is not gained immediately and the low-level behaviours continue, insist on what is required by using the 'broken record' technique. This is a repeated statement of the direction using the pupil's name and 'thanks' at the end. The language remains unchanged until the instruction is followed.
- ❖ Choice or consequence. This enables a pupil to take responsibility for his/her actions. *"Sally if you continue to disturb John, you are choosing to work alone."*
- ❖ Exit procedure

If the range of strategies above do not have the desired effect, school should have in place an exit plan. After a time out, a follow up meeting with the child sets the expectations for re-entry into the classroom. We cannot take for granted that children know how to behave as we expect them to or that teachers have the skills, knowledge and expertise to manage behaviour effectively.

Dealing with challenging behaviour

- ❖ Focus on primary and not secondary behaviours. This is the behaviour that occurred first. Do not be distracted into arguing or justifying. Secondary behaviours are to divert attention and to make the child feel better.
- ❖ Use the 'When.....then' technique. This clearly states that when the child complies then he/she can move onto another activity *"When you have put your equipment away then you can read in the book corner"*. This avoids the negative by expressing the situation positively.
- ❖ Use of take up time when a direction has been given, allow the child time to make the decision to comply. Some children take longer than others to process information.
- ❖ Watching the child and waiting is a form of challenge.
- ❖ Partial agreement
- ❖ Deflect confrontation by acknowledging concerns, feelings and actions *"You may have been talking about your work but I would like you to...."*
- ❖ Language of choice using the appropriate language gives children learning experiences in managing their own behaviour. It also removes the struggle for power between teacher and pupil. Recognising that children choose their behaviour allows us to respond calmly rather than emotionally. *"You know our rule for listening in class, make the right choice."*
- ❖ 'Catch them being good' in a ratio of 6 or more positive comments to 1 negative. Acknowledge positive behaviour as often as possible.
- ❖ Always follow through with consequences. This gives the consistent message that you care, won't forget and that the rules are a vital part of the school organisation.

APPENDIX 5 - Serious Incident Form - to be used if CPOMS (electronic reporting system) is not available

St Bernadette's Catholic Primary School

Incident Record



Child's Name:

Class:

Date:

Names of other children involved:

Where and when incident occurred:

Type of incident- please tick as appropriate

Physical aggression to pupil		Running out of lessons	
Violent conduct-hitting, punching		Bullying	
Theft		Disrupting learning	
Defiance- not following instructions		Inciting others to engage in inappropriate behaviour	
Verbally abusing others - pupils		Verbally abusing others - staff	
E-safety		Physical aggression staff	
Fighting		Defiance	
Bullying		Racism	
Other (severe - specify)		Other (minor - specify)	
Swearing		Damage of property including the school building	

Brief description of incident

Action taken- please tick as appropriate

Parents informed- call, letter		Time with learning mentor	
Loss of break/lunch time		Loss of Golden Time	
WWJD form completed		SLT involvement	
Removal from lesson		Class teacher informed	

Other action taken

Signed

What Would Jesus Do?

APPENDIX 6- What Would Jesus Do Form

Name: _____

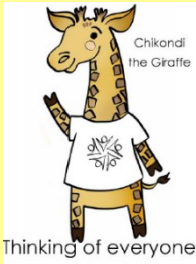
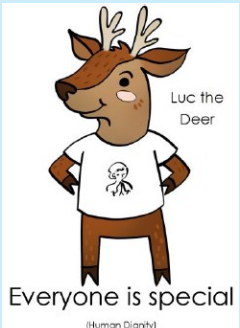
Class: _____

Date: _____

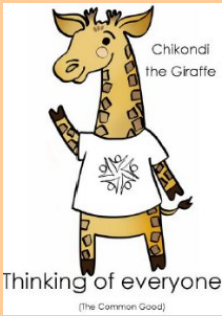
What did you do?	What rule did you break?
What would Jesus do?	What do I do in the future?

Signed _____ Position _____

Virtues and Catholic Social Teaching Overview (With links to CST CAFOD animals)

	YEAR A		YEAR B	
	Virtue	CST - Rooted in Love	Virtue	CST - Rooted in Love
Autumn 1	Generosity	Option for the Poor	Thankfulness	Care of Creation
	CAFOD CST Animal		CAFOD CST Animal	
	 Poppy the Pōpokotea Putting people in most need first (Option for the Poor)		 Sofia the Sloth Caring for God's gifts (Stewardship)  Chikondi the Giraffe Thinking of everyone (The Common Good)	
Autumn 2	Compassion	Human Dignity	Trust	Community and Participation
	CAFOD CST Animal		CAFOD CST Animal	
	 Luc the Deer Everyone is special (Human Dignity)		 Patariki the Penguin Taking part (Participation)  Sid the Sheep Everyone should have a say (The Common Good)	
	Courage	Dignity of Workers	Justice	Dignity of Workers
	CAFOD CST Animal		CAFOD CST Animal	

Spring 1	 Sharing fairly (Distributive Justice)		 Sharing fairly	
Spring 2	YEAR A		YEAR B	
	Virtue	CST - Rooted in Love	Virtue	CST - Rooted in Love
	Forgiveness	Solidarity and Peace	Perseverance	Human Dignity
Spring 2	CAFOD CST Animal		CAFOD CST Animal	
	 Being peacemakers (Promoting Peace)  Showing we care (Solidarity)		 Everyone is special (Human Dignity)	
Summer 1	Friendship	Community and Participation	Service	Option for the Poor
	CAFOD CST Animal		CAFOD CST Animal	
	 Taking part (Participation)  yone should have a say (The Common Good)		 Putting people in most need first (Option for the Poor)	

Summer 2	Respect	Care of Creation	Truthfulness	Solidarity and Peace
	CAFOD CST Animal		CAFOD CST Animal	
	 Sofia the Sloth Caring for God's gifts (Stewardship)	 Chikondi the Giraffe Thinking of everyone (The Common Good)	 Shristi the Sun bear Showing we care (Solidarity)	 Daisy the Dove Being peacemakers (Promoting Peace)

APPENDIX 8- Bernadette Beads recording sheet.

Bernadette's Beads Recording Sheet



	Date	Signature
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
BRONZE CERTIFICATE - CONGRATULATIONS!		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
SILVER CERTIFICATE - CONGRATULATIONS!		
21		
22		
23		
24		
25		
26		
27		
28		
29		
30		
GOLD CERTIFICATE - CONGRATULATIONS!		

APPENDIX 9- Biting incidents

At St Bernadette's we recognise that young children and children with SEND may bite, or attempt to bite other children or adults, from time to time. There can be many reasons for this especially if the child is teething, overly tired or frustrated. Often young children and children with SEND will engage in biting as a means of gaining attention or a reaction from their peers or carers. In many cases biting is a sign of a lack in verbal skills to communicate or express a need. Some children who have additional sensory needs will use biting as a means of stimulation, whereas other children use biting as a process of exploring the world around them. If a child becomes over stimulated or is oversensitive to the environment, biting can often be a form of comfort to relieve anxiety.

Strategies to prevent biting include sensory activities, use of the sensory 'Pod', biting jewellery, adequate resources and a stimulating exciting environment. Due to the speed and randomness with which a biting incident can occur, it is not always possible to prevent it from happening.

The following steps will be taken if a biting incident occurs at our School:

- 1) The biting will be interrupted or followed up with a firm "No...we don't bite!"
- 2) Staff will stay calm.
- 3) The bitten child (or adult) will be comforted, checked over immediately and first aid administered to include:
 - washing the wound thoroughly with soap and warm water for several minutes,
 - encouraging it to bleed,
 - covering it with a sterile dressing.
 - seek prompt medical advice (GP, A&E, or urgent care) due to high infection risks
 - report the incident
- 4) An explanation of the how the bitten child is feeling should be expressed. E.g. "Look...is crying because you have hurt her/him. Look at her/his tears/mark."
- 5) Staff will remove the child who has bitten from the situation. The child will be given 'Time out', or an appropriate sanction based on the age and need of child, followed by an explanation of why their behaviour is not acceptable. E.g. "We play without biting!"
- 6) When the child re-enters the room, all efforts will focus on guiding the child who has bitten to play in a kind and gentle way. E.g. "Good boy/girl! We play without biting" and praise the child for playing and touching 'gently'.
- 7) The incident needs to be recorded on an incident form and given to the Head Teacher.
- 8) The parents of both children will be notified of the biting incident by the class teacher or a member of the SLT.
- 9) School adults may speak and address biting with the whole class group and its link to hygiene

The same procedures will be followed if an adult is bitten.

If a child continues to bite, observations will be carried out to try to distinguish a cause, e.g. tiredness or frustration. Meetings will be held with the child's parents and if relevant outside agencies to develop strategies to prevent the biting behaviour.

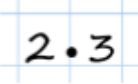
Adults who work with SEND pupils who regularly bite will be provided with arm protectors

APPENDIX 10- Non-negotiable poster



At St Bernadette's...



- 1.** We are proud of our books and have respect for them.
- 2.** We use cursive handwriting.
- 3.** We use one number per square. 
- 4.** We underline our date and LI with a ruler and a pencil. Tuesday 23rd October 2018
- 5.** We write the decimal point on the line.
- 6.** If we make a mistake we put one line through it using a ruler. ~~mistake~~
- 7.** We stay focused and on task.
- 8.** We show good listening skills.
- 9.** We stay in our seat.
- 10.** We use respectful behaviour.
- 11.** We ask challenging questions about our own learning.
- 12.** We have high expectations of ourselves.
- 13.** We use adventurous vocabulary.
- 14.** We walk respectfully around our school.
- 15.** We walk silently to Collective Worship.



Online Learning at St Bernadette's



- 1.** We arrive on time for the online lesson.
- 2.** We find a quiet spot where we can concentrate or use headphones.
- 3.** We stay seated during the online lesson.
- 4.** We listen carefully to what the adult is saying.
- 5.** We follow instructions carefully.
- 6.** We use the 'raise hand' icon if we have a question. 
- 7.** We stay muted until the adult asks an individual to speak. 
- 8.** We only use the chat feature if we have a question or a problem.
- 9.** We behave respectfully at all times.
- 10.** We always do our best work.
- 11.** We wear appropriate clothing to online lessons.

Appendix 11: letters to parents/carers about pupil behaviour – templates

First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property']

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

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

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

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____

Second behaviour letter

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

[Insert details of how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting]

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter

Dear parent/carer,

I am writing to inform you that [insert pupil's name] has been given a detention on [insert date] at [insert time].

The reason(s) for this detention are set out below.

[Insert a brief description of the behaviour incident that led to the detention here.]

If you would like to discuss this matter with me, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter - return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____