

St Patrick's Catholic Primary and Nursery School Voluntary Academy



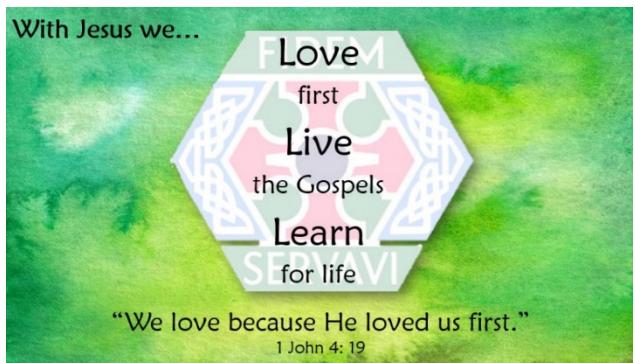
St Patrick's
Catholic Voluntary Academy

Then you will have knowledge of righteousness and right acting, and upright behaviour, even of every good way. Proverbs 2:9

Behaviour and Relationship Policy

Behaviour and Relationship Policy AIMS

The main aim of St Patrick's Governors and all staff is to develop a caring community based upon the life and example of Jesus Christ. At St. Patrick's we strive to live, and encourage others to live, within the Gospel of Jesus Christ. We lead by example reflecting God's love and instruction in our thoughts, prayers, words and actions in order for others to come to know God's love through us. The foundation of our Behaviour and Relationships Policy and expectations are the school's mission statement and eight school values:



We aim to provide every child with access to a broad and balanced education and to ensure their continuous progress to meet their full potential. For all children to enjoy their time at school, learning in a happy and caring environment, free from worry and disruption. We want all our children to feel safe. Our behaviour rational is underpinned also by phrase, "visible consistency, visible kindness." Visible consistency, this allows children to know what is expected of them, which enables them to be successful in demonstrating positive behaviours. Visible kindness, like all that we do our behaviour rational is rooted in kindness. Through positive role models and explicit teaching, we will teach children how to be kindness towards adults, each other and themselves.

We aim to achieve this through the following:

OBJECTIVES

- To provide a Behaviour Management Policy which is underpinned by the teachings of the Catholic Church and on the School's Mission Statement reflecting the Catholic values and ethos of our school.
- To enable all children to achieve their full potential and develop the personal and social skills necessary for effective and productive interaction.
- 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 which is fair and non-discriminatory
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- To minimise time lost through unacceptable behaviour in all school situations
- To provide a platform for celebrating and rewarding children's achievement in the school community.
- To provide pupils with the opportunity to experience success in a variety of areas of school life.
- To encourage the children to develop a positive self-image.
- To promote good behaviour, self-discipline and respect; appreciating that there are consequences for our actions
- To provide a structure/mechanism for children to be able to identify and acknowledge unacceptable behaviour and modify it accordingly.
- To teach the children, through instruction and modelling, what is meant by good behaviour and why it is important.
- To foster in each child a respect for themselves and others, promoting in particular an understanding, respect and acceptance of different faiths, cultures and backgrounds.
- To provide strategies by which the school community is able to deal effectively with the behavioural challenges that may arise, acknowledging parental support and co-operation as key factors for a successful outcome.
- To actively seek the involvement and support of parents in all aspects of positive behaviour management to ensure all children receive their full educational entitlement

Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools - GOV.UK (www.gov.uk)
- Searching, screening and confiscation in schools - GOV.UK (www.gov.uk)
- Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)
- Keeping children safe in education - GOV.UK (www.gov.uk)
- School suspensions and permanent exclusions - GOV.UK (www.gov.uk)
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

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.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an antibullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

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

Definitions

Misbehaviour is defined as:

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

Incorrect uniform Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
 - Sexual (intentional sexual touching without consent)
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments; Sexual jokes or taunting'; Physical behaviour such as interfering with clothes; Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking / Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are: Knives or weapons; Alcohol; Illegal drugs; Stolen items; Tobacco and cigarette paper; E-cigarettes or vapes; Fireworks; Pornographic images/materials; 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)

School Code of conduct: The St Patrick's Way

The school's code of conduct includes the following:

Be kind, honest and truthful with everyone.

Use your words, hands and feet positively and not to hurt.

Stop, look and listen when asked to.

Walk sensibly around the school using wonderful walking.

Treat your environment and other people with care and respect.

Follow instructions first time and complete all tasks set in the time given.

Look after your own and other people's possessions.

Always behave in a safe way.

Follow the example set by Jesus in everything you do.

Children will be explicitly taught and modelled positive behaviours by the teaching of our behaviour curriculum. This begins in the Advent term with a week-long 'Behaviour Bootcamp' led by members of the senior leadership team. This is then revisited in weekly assemblies, in class around the school environment. This is followed up by class teachers to ensure behaviour is clearly modelled and explained between years and key stages.

The use of acronyms and phrases within our behaviour curriculum enables all children to be clear of expectations and allows for consistency throughout the school.

Wonderful walking

- Children should walk around school using wonderful walking on the left-hand side off the corridor.
- Children should walk in a line with one person behind the other.
- Children should walk with hands touching thighs.



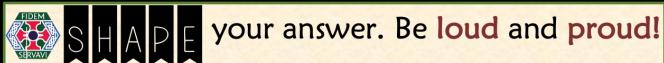
SLANT

- Children should listen to all adult inputs in lessons, acts of worship and around school exhibiting slant.



SHAPE

- Children should respond to adults and each other using shape.



Speak in full sentences.

Hands away your mouth. No mumbling.

Articulate. Use clear, interesting vocabulary.

Project your voice! Be loud and proud!

Eye Contact to show respect.

DRESS TO IMPRESS



All behaviour expectations of children can be found in our [Behaviour Curriculum](#).

SCHOOL RULES AND EXPECTATIONS FOR ALL

PUPILS - Lesson Time

1. Children should listen to all adult's lesson input and instructions exhibiting 'SLANT'
2. Children should respond to questions and speak in class using 'SHAPE'
3. Children should co-operate with one another and all adults in the school.
4. Children should share space and 'take turns'.
5. Children should settle down to work quickly.
6. Children should take a pride in their work content and presentation.
7. Children work calmly and quietly and must not disturb or disrupt other children.

8. Children should respect the need for 'quiet times'.

9. Children should treat equipment with care and respect.

Moving Around the School

1. Children should walk quietly, exhibiting 'Wonderful Walking' using the left hand side of the corridor; groups/classes should walk in a line.

2. When using the hall, children should enter and leave the hall quietly and in an orderly manner.

3. Where there are footpaths, children should use them.

4. Children must never cross the car park.

5. Children are not allowed outside the school building or grounds unless accompanied by an adult.

6. Children must never open the outside security doors unless directed to do so by a member of staff.

7. Children must not touch each other or the adults in school

The Playground

1. Children must not go onto the playground until the teacher on duty or midday supervisor is present.

2. Children must listen to and follow instructions given by all adults in school.

3. Children's own play equipment should not be brought into school.

4. Children must only make positive or kind comments to others and not intentionally hurt other pupils or make unkind remarks towards them.

5. Play activities must take place in the designated areas e.g. areas for football, areas for sitting etc.

6. Children must stand still when the first whistle is blow, come down from any equipment safely and stand in silence.

7. Children walk into school using 'wonderful walking' when their house name is called.

8. At lunchtime, children on the Key Stage 2 playground stand still when they hear the whistle, listen for the class called and walk towards the lunch time.

Uniform

1. Children are expected to dress smartly and to wear full school uniform.

2. The correct kit must be worn for PE and swimming. PE kit can be worn to school on PE days. Tracksuits or tights should not be worn for indoor P.E.

3. Children are allowed to wear watches. In the event of ears being recently pierced and pupils being unable to remove studs for the designated period they must be removed when swimming and for P.E. if necessary cover studs with micropore or a plaster. No other items of jewellery are permitted.

4. Children must wear sensible and safe flat, plain black shoes.

5. No fashion hairstyles, hair decorations, coloured hair extensions, dyed or bleached hair.

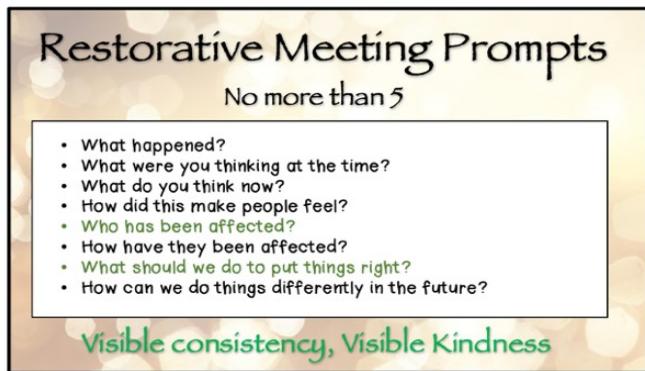
General

1. Children are not allowed in the building at playtimes without the supervision of a teacher, teaching assistant or midday supervisor; classrooms are not to be entered by children during break times.
2. Children must ask permission from the adult on duty to come into school for the toilet.
3. No items of value should be brought to school.
4. Toys, games and collection cards (of all types) should not be brought to school. From time to time it may be necessary to ban other items.
5. Sweets, chewing and bubble gum are not allowed in school (sweets may be brought for the class on a child's birthday and given out at the end of the school day).
6. No breakable containers should be brought to school.
7. Money should only be brought to school for a stated purpose e.g. charity. Children are responsible for storing money in a safe place.
8. Children must not bring mobile phones to school, in the case of year 6 pupils with permission to walk home alone in the summer term, they must leave their phones in the school office upon arrival.
9. Children should treat other people (children and adults) with respect.
 10. Use the internet and mobile devices safely in school and at home in line with online safety advice given by school and not use them to hurt, intimidate or cause offence to any other individual or put themselves or others in danger.
 11. Children must report unsafe or unkind behaviour to an adult in school.
 12. All children have a right say if they do not like the behaviour shown to them by others in a calm, clear, polite way.
 13. Children must follow health, hygiene and safety rules in place to protect each other from coronavirus and other illness.

SCHOOL RULES AND EXPECTATIONS FOR ALL STAFF in line with the OLOL Code of Conduct for Staff

1. Staff will act as positive role models at all times in line with the staff Code of Conduct and Catholic school ethos.
2. Staff will not have mobile phones in the classroom, on the playground or use them in areas used by or in the presence of children.
3. Staff will speak and treat pupils and each other respectfully at all times and will not make personal derogatory comments with an intention to intimidate, bully or humiliate.
4. Staff will not 'shout' at children but will deal with incidents calmly and firmly which may require a change in tone but not volume.
5. Staff will use emotion coaching to support pupils if and when appropriate
6. Behaviour can be communication on the part of the pupil. Staff will look for the underlying cause/reason for negative or concerning behaviour and consider if it is in response to a safeguarding issue.

7. Staff will use restorative meetings following a sanction to help the child learn how to improve their behaviour. Staff will use a restorative script to support children in learning how to show positive behaviour following a sanction.



Roles and responsibilities

The Trust Board

The Trust Board will monitor the risks and emerging trends in suspensions, permanent exclusions, safeguarding and attendance. Where risk is identified, the Board will challenge the executive team to ensure that effective mitigation is in place. The Trust Board will review and approve the behaviour policy annually, or in line with any significant update throughout the academic year.

The Local Governing Body

The Local Governing Body is responsible for monitoring the implementation of the behaviour policy and challenge the senior leadership team concerning any emerging trends.

The Headteacher

The Headteacher is responsible for:

- Implementing the behaviour policy
- Ensuring that all stakeholders understand the behavioural expectations and the importance of maintaining them
- Ensure a culture of positive behaviour with all stakeholders
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy; that analysis is used to track trends; review hotspots and ensure equitable treatment across student demographics
- Ensure that the behaviour policy is uploaded to the website
- Ensuring the Governing Body is updated with an analysis of the behaviour and incidents in school
- Sharing updates with school community members (staff, children, parents) at least annually or more frequently if changes are made

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently across the whole school
- Communicating with parents in a timely, sensitive and professional manner
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Making reasonable adjustments as required in conjunction with the SENDco
- Recording behaviour incidents promptly to allow behaviour to be tracked for patterns
- Apply the Behaviour to ensure behaviour management is fair and non-discriminatory to prevent any groups from being disproportionately impacted
- Challenging pupils to meet the school's expectations

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

Parent and carers

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour, the school's policy, and working in collaboration with them to resolve behavioural issues. Any in year updates will be uploaded to the website and changes communicated to parents. Parents and carers, where possible, should:

- Get to know the school's behaviour policy and support it at home
- 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
- Ensuring good attendance and punctuality to promote positive habits and behaviour.

Pupils

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be asked to give feedback on their experience of the behaviour

culture to support the evaluation, improvement and implementation of the behaviour policy. Support and induction will be provided for pupils who join during the school year. 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

Staff Training

Staff will have access to regular training on supporting behaviour. This training may take a variety of forms, including in-house sessions delivered by the senior leadership team or specialist training from external providers focused on specific needs. Staff will also be able to access additional support through coaching and mentoring. New staff will receive induction on the behaviour policy and how to implement this regardless of starting point within the year.

REWARDS AND CELEBRATING SUCCESS

There is a wide range of positive reinforcements used within school. This arrangement allows for both formal and informal approaches. The strategies to encourage and celebrate good self-image and positive behaviour are as follows:

Mission Champion

A pupil is chosen by their classmates as the Mission Champion for the House Assembly. This is a child who the class feel has most achieved the aims set out in the Mission Statement. This is announced at the House Assemblies.

House Points

These are allocated for attitude, effort, behaviour and work.

The results of the House Point totals are reported half termly by the House Captains at the House Assembly. There is a House Point Trophy awarded to the House with the most house points at the end of the academic year.

Star Worker

Each class teacher chooses a pupil who has produced outstanding work over the period in between House Assemblies. The work is copied and set out on the special display area near by the library until the next House Assembly as a celebration.

Handwriting Trophy

Each class teacher chooses a pupil who has demonstrated an improved effort in their handwriting.

Discipleship Diamonds

The class that has been the most punctual each half term, their class photo is displayed on the awards board. There is a trophy for the best punctuality for the half term and also for the whole school year. These are all celebrated at assemblies.

Values Wristbands

Value wristbands are to be given to children who demonstrate that they are living out the school's values. These are a visible sign of children going above and beyond.

P.S.H.E.

A variety of P.S.H.E. strategies are used throughout school based on the weekly values, Mission & the Life to the Tenten program which are introduced at whole school act of worship on Monday and become the focus for the Thursday act of worship.

Shared Achievement

Children who have opportunity to share their work with the Headteacher and other staff and children both informally and also at Assembly.

Responsibility

All children have opportunity to take on responsibilities both within their class and the school.

Record of Achievement

Each child throughout the school has a file that contains a variety of achievement sheets and samples of their work. This is always accessible to the children throughout the year. The ROA is checked each term by the children's class teacher.

GOOD TO BE GREEN BEHAVIOUR MANAGEMENT SYSTEM

The strategies available to staff for dealing effectively with children who exhibit behavioural difficulties will be used in a **calm, consistent** manner throughout the school by all staff.

The aim is to reward expected positive behaviour and encourage children to manage their own behaviour in line with school CODE OF CONDUCT which was drawn up by staff and pupils in all areas of school- in the classroom, on the playground, in the dinner hall and around school.

Each class will display a 'GOOD TO BE GREEN' poster which outlines to all children in child friendly language the rewards and sanctions used in managing behaviour across school.

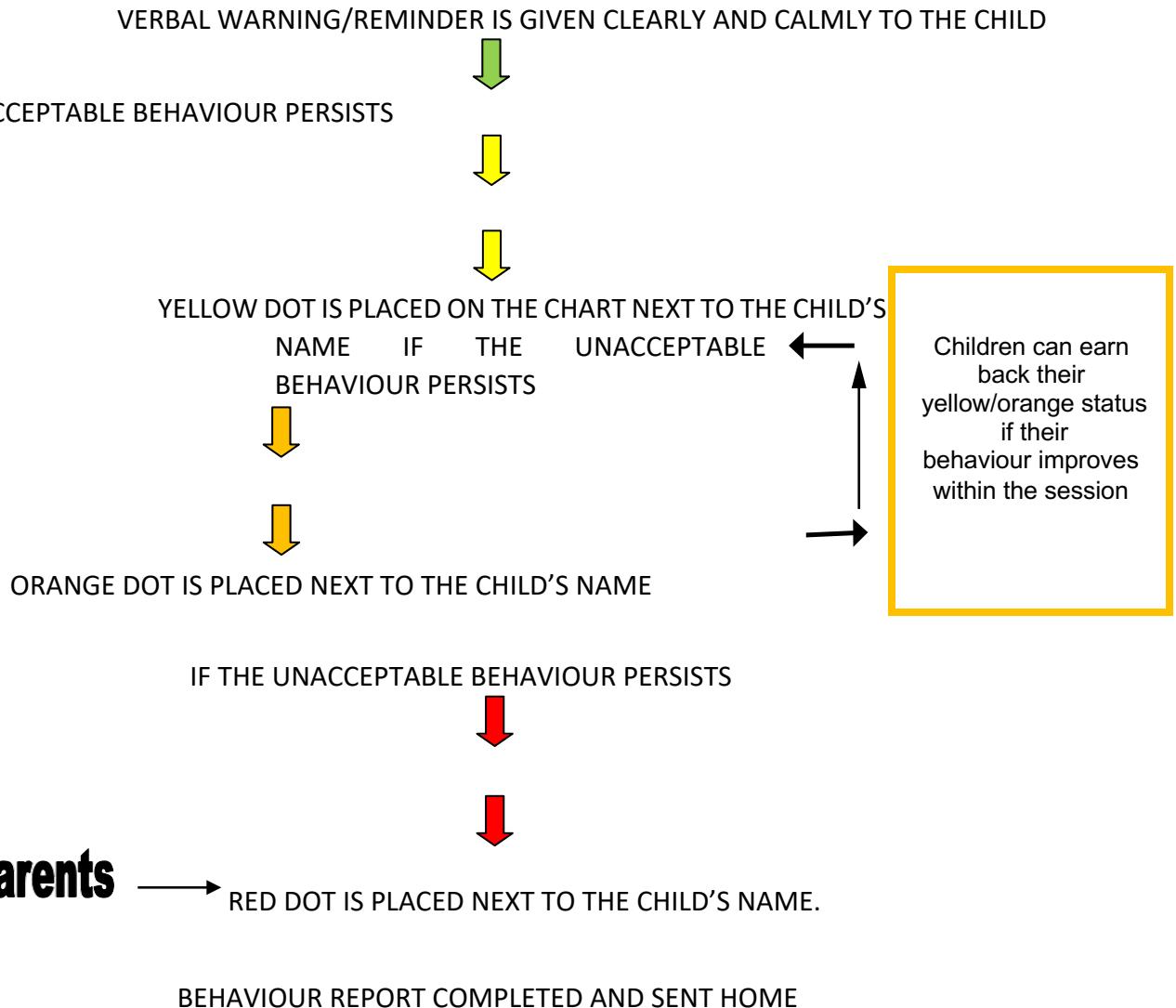
Each class will have a 'GOOD TO BE GREEN' class chart on which all individual children's behaviour is recorded. However, this chart will not be in view of other children.

In line with the Catholic ethos of forgiveness, every day is a fresh start and at the start of each day all children begin with a 'Level 1' status and are encouraged to remain 'Level 1' throughout the day.

Stay **level 1/level 2** all day and receive a house point sticker

Stay **level 1/level 2** all week you will receive 3 house point stickers

As the day progresses if a child doesn't follow the expected behaviours in line with school CODE OF CONDUCT the following procedures are followed by all staff using the class chart:



If a child gets a level 4 dot, the following sanctions are applied:

- The child misses their break time on that day and is supervised during this time (this may on occasion have to be the following day if the red dot is given in the afternoon) The child will complete a Value Reflection sheet during this time.
- A behaviour report is sent home by the class teacher outlining their unacceptable behaviour and must be handed to an adult who collects the child or posted home in the case of a year 6 pupil who walks home alone. It must be signed by the teacher. It is to be signed by the child's parents and returned to school.

In an extreme case a child may be given a red dot for one or more of the following incidents/actions:

- Fighting with an intent to cause harm
- Making racist, sexist or homophobic comments
- Bullying
- Swearing at a member of staff or pupil
- Stealing
- Intentionally coughing, sneezing or spitting in someone's face
- Continued persistent behaviours despite reminders which are disrespectful towards staff
- Continued persistent behaviours despite which disrupt learning for themselves or others

If a child gets **3 level 4 in a week the following sanctions will be applied:**

- The child will spend ½ day with a member of SLT with work supplied by the teacher
- The head teacher will meet with the child to discuss their behaviour which, depending on the type of behaviour being exhibited; she may request a **meeting with parents** to discuss their child's behaviour and a way to move forward.
- The child may then be put onto a **weekly report card** for a set period of time in order to monitor their behaviour and to support them in managing their behaviour.
- Parents are informed of this decision and their active support is sought.
- A **behaviour contract** may then be completed with the child and parents/carers to reset and remind the child about behaviour expectations

IMMEDIATE EXCLUSION FROM CLASS

If a child exhibits dangerous behaviour or exhibits persistently disruptive behaviour that is highly disruptive of their own or other's learning during a teaching session, then immediate exclusion from the session is necessary. A member of SLT can be called to support the teacher/TA in removing the pupil if they refuse to leave. Deprivation of P.E. or swimming is only used when the misconduct has been linked in some way with those particular activities and has been a danger to the child or others. If this happens regularly, the parents must be informed. If a child is to miss swimming due to poor or dangerous behaviour at the previous session, then the standard letter of notification is used to inform the parents of this sanction and the reason for it. This must be done with consent of SLT.

WEEKLY TARGET SHEETS

When a child is having a persistent difficulty with a specific aspect of behaviour, then a weekly target/report sheet system may be used to try to help the child to change the undesirable behaviour pattern by encouraging positive behaviour by breaking down the day into small steps. This is used for a pre-determined period of time and parents are invited to be actively involved.

The child's progress will then be reviewed at the end of the period and a decision will be made at that point as to any further action.

If negative behaviour becomes persistent; a referral may be made to the school ELSA for her to support the child in instances of anger management or difficulties with social interaction.

With regard to children who are felt to be experiencing regular and serious difficulty with their behaviour, the support of outside agencies may be sought through the SENDCo.

Unacceptable Behaviour

Behaviour considered 'unacceptable' may be determined by the Governing Body where the Headteacher feels it necessary to bring to their attention any behaviour that does not fit into an already listed category. The following list is not exhaustive.

- Disobedience to a reasonable instruction
- Inappropriate dress, extreme hair styles, jewellery, makeup, body piercing
- Throwing, biting, spitting, hitting and kicking
- Foul language and swearing
- Making unkind remarks
- Damaging property
- Answering back, rudeness or aggression to adults
- Stealing

- Carrying knives, drugs, alcohol or any offensive weapon into school
- Truancy
- Racist/Homophobic/Sexist comments or behaviour that causes offence
- Fighting or encouraging others to fight
- Bullying
- Putting themselves, other children or adults at risk

FIXED TERM AND PERMANENT EXCLUSION/SUSPENSION

Persistent or serious breaches of the school Code of Conduct, particularly when the safety, well-being and learning of other pupils and staff is at risk or significantly disrupted, may result in the child being suspended for a fixed period of time or, if necessary, permanently excluded. This sanction can only be exercised by the Headteacher. This will only be considered after every other possible solution has been exhausted and in consultation with Senior Staff, parents and the relevant Governors of the school. However, the Headteacher reserves the right to use this sanction immediately if the situation is felt serious and urgent enough to necessitate it. This action will be taken in line with the Nottingham City procedures for suspensions and exclusions.

The Head Teacher may consider the following questions:

Is the behaviour in breach of the school Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parents' agreement?

Has the school previously supported the child (what/when/what level of impact did this have)?

Has the school engaged with outside agencies to assess the needs of pupils with persistent disruptive behaviour?

Does the child have any recognised behaviour problems? Have reasonable adjustments already been made or could they now be made? (Evidence could be SEN documentation e.g. EHCP, Provision Map, Risk Assessments) Even if the child does have a recognised behaviour problem the Headteacher has a duty of care to all children. If the risk to others cannot be controlled, then exclusion should be considered.

Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?

Once all other considerations have been made, and the answer to this final question is 'yes' then an exclusion must be applied. In this case, the school will follow the model from Local Authority guidelines.

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies are successful in managing behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

If this next step is considered, the DfE September 2022 ***Suspension and Permanent Exclusion Guidance*** is consulted and followed. This document provides advice to headteachers, trust leaders and school staff on implementing a behaviour policy which creates a school culture with high expectations of behaviour. This guidance should only be necessary when strategies, practices and interventions set out within the ***DfE's Behaviour in Schools*** guidance have not been successful in improving a pupil's behaviour or the use of more

significant interventions or sanctions are required. Suggested strategies, practice and interventions outlined within this document are included in the school's Behaviour Policy.

REMOVAL FROM CLASSROOMS

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff. 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 a member of staff, and will be removed for a maximum 60 minutes. 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 and the reason why logged on CPOMs.

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

- Use of teaching assistants
- Emotional support from ELSA or mentor
- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency assessment

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

INTERNAL SUSPENSION

As part of a whole school approach to behaviour and attendance, internal suspension usually offers immediate, short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted.

Any period of internal suspension should be for the shortest time possible. It is good practice to ensure there is a clear and shared understanding between all staff, children and young people, parents and carers about this policy and practice involved in internal suspension. Parents and carers will be notified in advance of an internal suspension.

When 'Remove rooms' should be used:

- for pupils who have been internally suspended and referred through the correct channels
- when a potentially explosive situation can be resolved by placing pupils in the remove room

- in line with the school's behaviour policy

When 'Remove rooms' should not be used:

- for statutory education provision for excluded pupils
- as a place where pupils catch up on coursework or missed exams and tests
- for pupils sent without using the school's referral mechanism

Internal suspension should not become:

- a provision for long-term respite care
- a 'dumping ground' for pupils who may need specific support
- a 'badge of honour' for children and young people (i.e. they can gain inappropriate approval from their peers)
- a fast track to permanent exclusion

The reasons for the referral to the remove room/space should be made clear to the pupil (and parents/carers if appropriate). The referral should also include information on what lessons the pupil will be missing and any suggested work that can be completed in the remove room. All referrals will be authorised by the Head teacher or a member of SLT.

SUSPENSION AND PERMANENT EXCLUSION

Headteacher must inform the DPS team in the event of a 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 OLOL suspensions and exclusions policy for more information. The headteacher will also take into account the Alternative Education Pathways Policy to ensure all options have been considered prior to permanent exclusion.

BREAKFAST, AFTER SCHOOL CLUBS AND OTHER EXTRA CURRICULAR ACTIVITIES.

Children are all expected to follow the Code of Conduct, and persistent or serious misbehaviour may lead to children being excluded from the club, or activities at clubs. In the event of serious instances of misbehaviour e.g. aggression, violence or disrespectful behaviour, then children will be excluded immediately for a period of time commensurate with the gravity of the negative behaviour.

USE OF REASONABLE FORCE

St Patrick's School staff will comply with the guidance set out in the Department for Education circular July 2013, which clearly sets out a definition of what 'Reasonable Force' is, who can use it and when.

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

A number of staff have been trained in the use of positive handling techniques to support pupils whose behaviour is causing a risk to themselves, other pupils or staff. These techniques will be applied if the situation warrants this in line with the training received.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, the school generally uses force to control pupils and to restrain them. **Control** means either passive physical contact such as standing between pupils or blocking their path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

If children are restrained or positive handling is used on a child, this is logged on CPOMS and the Trust form is completed.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

In accordance with Department for Education guidance July 2013, school does not require parental consent to use force on a pupil.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

School may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Staff faced with a potentially violent situation should try to remain calm, confident and objective. Talking and listening or methods of non-physical communication should be the first line of approach. If practicable, another adult should be sent for before any physical intervention becomes necessary. Staff should consider the appropriateness of seeking medical assistance after any incident requiring restraint.

Staff should use the minimum force required to control aggression and should apply it in a manner which attempts to prevent rather than provoke further aggressive reaction. Restraint must not be applied any longer than necessary and the adult should continue attempting to calm him/her down and making clear that restraint will cease when it appears safe to do so e.g. "If you stop kicking I will release my hold".

School will not use force as a punishment – it is always unlawful to use force as a punishment.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- e-cigarettes or vapes
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules and consent should be sought as a first option.

Telling parents when force has been used on their child

The school will speak to parents about **serious incidents** involving the use of force.

In deciding what is a **serious incident**, teachers should use their professional judgement and consider:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age.

What happens if a pupil complains when force is used on them?

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- The school will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact and service who can provide pastoral support.
- The Governing Body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

SEARCHING

Searching, screening and confiscation Searching, screening and confiscation is conducted in line with the DfE’s latest guidance on searching, screening and confiscation. Ensure you contact your DPS team for advice and support.

Confiscation

Any prohibited items 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
- Parents must be informed immediately

When an authorised member of staff conducts a search without a witness, they should immediately report this to the Headteacher/SLT/DSL, 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 any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. This must be out of sight and 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. The member of staff will then contact a member of SLT to try to determine why the pupil is refusing to comply.

If a student is suspected of having an offensive weapon or suspected of being involved in criminal activity the police must be called. 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, 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/school shirts being worn over a t-shirt/blazer/shirt pockets)
- Hats, scarves, gloves, shoes or boots

7.6.2 Searching pupils’ possessions. Possessions means any items that the pupil has or appears to have control of, including:

- Trays
- Bags
- Coats

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 and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay and record all searches within CPOMs:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed
- If they believe that a search has revealed a safeguarding risk All searches for prohibited items, including incidents where no items were found, will be recorded on CPOMs.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. 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 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. If the child has a social worker, they will be informed by the school.

Strip searches

The Police and Criminal Evidence Act 1984 (PACE) codes of practice - GOV.UK (www.gov.uk) states that strip searches on school premises **should only be carried out by police officers**. Staff will consider the potential for a strip search taking into account the pupil's mental and physical wellbeing and the risk of not recovering the suspected item and will then contact the police to enact this.

Under no circumstances should a member of staff conduct a strip search of a pupil.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them as stated in the Police and Criminal Evidence Act 1984 (PACE) codes of practice - GOV.UK (www.gov.uk). 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 always advocate for pupil wellbeing. In the event a strip search is deemed necessary by the police, an appropriate adult must be present.

Communication and record-keeping

The DPS team must be contacted immediately, if a strip search is being considered. 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 SLT (Senior Leadership Team) can act as the appropriate adult (see below for information about the role of the appropriate adult). In the event of contact with parents being unsuccessful before the strip search, the pupil's parents/carers will always be informed by a member of the SLT 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 (and pupil, if possible). 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
 - Be a member of the SLT
 - Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex or if there is not a member of the same sex in school. The search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it. As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider 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 previously will be given particular consideration, and staff will consider any preventative approaches that can be taken

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Our school's behaviour policy¹ is located on our website <https://www.st-patricks.nottingham.sch.uk/information/our-policies/#1664373943976-a7cc643677e8>

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in below or any other item that the School's Behaviour Policy ² identify as an item which may be searched for.

The list of prohibited items:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- e-cigarettes or vapes
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of, any person (including the pupil).
- an article specified in regulations³:
 - tobacco and cigarette papers;
 - e-cigarettes or vapes
 - fireworks; and
 - pornographic images.

3 The Schools (Specification and Disposal of Articles) Regulations 2012 (legislation.gov.uk)

Under common law, our school staff have the power to search a pupil for any item if the pupil agrees. Our member of staff will ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. The DSL will ensure such referrals are made in a timely manner in line with the safeguarding and Child Protection Policy (**CPP**).

Follow up actions

Whenever an incident involving serious physical intervention occurs, all staff and young people involved should be offered an appropriate de-briefing from someone on SLT not involved in the incident. This debriefing/support should be offered as soon as possible afterwards. Further opportunities for support may be offered at a suitable time when the heightened emotions aroused during the incident have reduced. Schools will need to consider appropriate recovery times for those involved. Where appropriate counselling should be offered.

Staff will log all incidents of restraint on CPOMS detailing:

- the day and time;
- the description of the restraint;
- who was involved;

- the brief reasons as to why the young person needed to be restrained; • witness statements where possible.

Where a member of staff suffers an injury or is assaulted, the appropriate reporting forms should be completed and a copy sent to Health and Safety Section of the Education Department. Form SR3: Injury/Work Related Illness or disease report. SR5: Violence to staff Incident Report. Medical advice should immediately be sought from a General Practitioner or hospital if necessary.

Debriefing is provided to the victim as soon as possible after the incident.

School will ensure that a full account of any serious incident is provided to the young person's parents/carers. This should include:-

- the pupil's behaviour and level of risk presented at the time of the incident
- The degree of force used
- The effect on the pupil and/or member of staff
- The child's age.

This should be done at the earliest opportunity, if possible before the young person leaves the school. In the first instance this might involve a telephone call but would preferably involve a personal meeting and should always be followed up by formal written notification of the incident and the subsequent actions taken. Parents/carers should always be offered the opportunity to meet staff to discuss the incident.

CRISIS INTERVENTION

In the event of crisis situations where behaviour escalates quickly, the behaviour policy will be followed if appropriate. The school SENDCo will contact external agencies to seek immediate support and parents will be involved to explore ways to support pupils. Actions will be taken after discussion with SLT and the Headteacher to manage situations safely and restore a calm environment. Protocol includes:

1. Meet with class teacher to discuss behaviours observed/incidents
2. SLT to meet with SENDCo to analysis and discuss patterns of behaviour/hotspots and ways to prevent the risk of future incidents and/or ways to support the pupil
3. SLT to involved parents and external agencies in the next steps of supporting the pupils
4. SLT to put a risk assessment in place if needed
5. SLT to contact Trust DPS if further guidance is needed

PUPILS WITH SEND AND CHILDREN IN THE CARE OF THE LOCAL AUTHORITY

Children with Special Educational Needs and those who are in the care of the local authority who have emotional/behavioural difficulties will be in the first instance supported by staff through quality first teaching and universal provision. It is acknowledged that some pupils may need a tailored approach to support behaviour. If further support is needed, after discussion with parents, referred to the Nottingham City Behaviour Support Team for their support and guidance in managing/finding a solution to the pupil's behavioural difficulties.

Parents/carers/social worker (if one has been allocated) will be involved at this stage and support from other external agencies may eventually sought, including the Educational Psychologist, Social Services, Child and Family Therapy and Education Welfare. For these children, it may be appropriate to have regular multi agency meetings in place to promote communication between external agencies and school and also parents.

At this level, external support may include input from Educational Psychologist, Behaviour Support Team, Multi Agency Link Team, Family Support team, School Nurse, Consultant Paediatrician, CAMHS and others depending on the specific needs of the child.

Pupils with significant Emotional /Behavioural Difficulties, Children in the Care of the Local Authority or Previously in the care of the Local Authority and Special Educational Needs or Disabilities.

- School acknowledges its legal duty to make reasonable adjustments for children in the care of the local authority, children with disabilities and children with SEND.
- Staff are all made aware at the start of each academic year, which, if any, pupils have significant special needs with regard to their behaviour/emotional disposition.
- Specific strategies are agreed for all staff to follow are put in place relating to the specific pupils and their specific needs, aiming to ensure that the harm to staff and pupils is reduced as much as possible. This is done through the creation of a personalised risk assessment which is discussed with the child's parents, and depending on the age of the child, with the pupils themselves.
- Staff training in personal handling techniques is delivered by specialized Local Authority Positive Handling Team to any staff working with pupils who have specific special educational needs that require handling.
- School will actively seek to work and collaborate with outside agencies and external organisations for managing behavioural issues and seek advice for when best appropriate to engage with resources such as AP, Think for the Future (TFTF) or knife crime etc. the SENDCo will usually be the first to communicate with these organisations for advice and guidance following a discussion with SLT.

RESPONDING TO MISBEHAVIOUR FROM PUPILS WITH SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will 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 to prevent these from occurring.

The following preventative measures will take into account the specific circumstances and requirements of the pupil concerned:

- 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, ADHD
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

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.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Behaviour and Attendance

As a school we recognise the impact that low attendance can have on behaviour. Absent pupils may not be familiar with routines or rules. The St Patrick's Way will be shared with pupils who return from long periods of absence, along with the opportunity to ask questions.

Mobile Phones

Mobile phones are not permitted in school for pupils apart from Year 6 pupils. Year 6 pupils are allowed to bring mobile phones with them on-site once parents give consent to walk home alone. On arrival to school, the phone must be turned off and placed in the red bag. The red bag is then stored in the main office and returned to class at the end of the day. Children not in Year 6 or without permission to walk home who are found to be in possession of a mobile phone, will have the phone confiscated and parents or carers will need to collect the mobile phone from a member of the senior leadership team. Staff are not permitted to use mobile phones in front of pupils or in areas where pupils may be.

OFF-SITE BEHAVIOUR

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. sporting activity, 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

ONLINE MISBEHAVIOUR

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

- It poses a threat or causes harm to another pupil. This could be within school or out of schools hours.
- 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

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 and contact their link DPS.

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 / deputy head teacher 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. All elements will be recorded on CPOMs.

ZERO TOLERANCE APPROACH TO SEXUAL HARRASSMENT 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 or Refer to children's social care; Report to the police.

The school aims to educate pupils on healthy relationships and child-on-child abuse. This will be done at an age appropriate level through RSHE or PSHE lessons. It will also include the use of external support such as the 'Great Project' or DART. Staff will also be trained to recognise and respond to child-on-child abuse through the regular CPD Safeguarding Cycle.

Incidents of reported child-on-child abuse will be fully investigated by a member of the Senior Leadership Team, all of whom are designated safeguarding people. Appropriate action will then be taken. This is including but not limited to :

Risk assessments; referral to external services; referral to police.

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

MALCIOUS 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 and managing allegations against staff protocol, for more information on responding to allegations of abuse against staff or other pupils.

PUPIL TRANSITION

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.

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.

DESCALATION STRATEGIES

Staff will use a range of techniques to de-escalate the situation, avoid non-confrontational conflict. This includes Emotion Coaching as the main strategy and also include:

Early intervention, remaining calm, taking quietly, avoiding an audience, repeating expectations, offering choices, allowing time and space and getting other staff to take over if they feel the situation is personal or that they are finding it difficult to control their own emotions. Staff may also de-escalate the situation by sitting down, breaking eye contact with the pupil, diverting the child by suggesting an alternative

activity, acknowledging the child's emotions and feelings, showing they are listening to what the child has to say, being prepared to apologise to the child if a mistake has been made.

Staff must not: Act in anger, ask rhetorical questions e.g. What do you think you are doing? Who do you think you are?

Make promises they cannot fulfil; make personal comments; belittle/humiliate or force the pupil into a corner (literally or metaphorically).

Staff should avoid invading personal space, and not take angry comments personally.

RECONCILIATION AND FORGIVENESS

As a Catholic school we believe in and teach that pupils must acknowledge and accept responsibility for their actions. Restorative conferencing is used when responsibility has been accepted to heal the harm/distress caused by an incident. This gives the children involved in an incident the opportunity to place the conflict behind them and move on.

Restorative conferencing can also be used when responsibility has not been accepted by specific persons involved, but the facts relating to the incident are agreed. In this situation, the children's participation must be voluntary and nothing should be done to re- victimise the harmed person.

Once an incident has been dealt with by the school, responsibility for their actions has been accepted and appropriate sanctions applied the pupils involved should be allowed to move on from the incident in the spirit of reconciliation and not be continuously punished for same incident.

Following the above, in the event of continued repeated targeted behaviour towards an individual which could be constituted as bullying, child on child abuse, the school anti bullying policy will be applied.

BULLYING

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

At St Patrick's School, the children understand bullying as 'Several Times On Purpose.' It is displayed centrally in school with the action of 'Start Telling Other People' discussed with the children as an action if they feel bullying is happening. Please refer to the Anti-Bullying policy.

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, spitting, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• 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). Any form of coercive or controlling behaviour.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

In the event of such continued negative behaviour towards an individual or group the school's Anti-bullying policy will be applied.

INDIVIDUAL HANDLING PLAN

There may be times when a child has such particular needs that he or she can be expected to require complex or repeated physical management. In such instances, a personalised handling policy will be drawn up and agreed by the School and the child's Parents/Guardians. When appropriate, this policy will also be discussed with the child.

Support is provided by the Local Authority Behaviour Support Team, in drawing up the Handling Policy to meet the specific needs and circumstances of the pupil.

MONITORING OF BEHAVIOUR

Behaviour of pupils is monitored closely at staff, Senior Management and Governor level on a regular basis:-

- Behaviour is discussed at staff meetings, along with any reports of bullying or racist incidents and specific incidents.
- Senior Leadership Team review the policy against the previous year's data (violence to staff, bullying, racism, behaviour reports, exclusions etc) to judge the Behaviour Policy's impact and determine any amendments/improvements to procedures that need to be implemented.

- Headteacher reports in her half termly report to Governors about any exclusions, bullying and racist incidents that have occurred during the term. This report is discussed at every Full Governing Body Meeting and incident logs are shared with governors and signed by the Chair of Governors. Behaviour incidents are monitored and analysed to inform policy and give governors oversight.
- The weekly class GOOD TO BE GREEN charts are retained by class teachers as a running record of the behaviour of individuals.

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys).

The data will be analysed termly by SLT and reported to Governors in Advent 2, Lent 2 and Pentecost 2.

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

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

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends

or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them

RESOURCES FOR STAFF

Staff receive behaviour CPD through the annual CPD cycle plan. This is also part of staff induction.

INSET days in September and staff meetings throughout the year focus on behaviour expectations. Behaviour CPD is also available for staff through the SEND CPD cycle throughout the year.

Professional outside agencies and professional reading is also available to staff.

Staff are supported by their phase leaders and SLT if and when required. There are designated spaces in school to support with behaviour within the school building such as break out rooms/intervention spaces

PARENT/CARER RESPONSIBILITIES

Parents are expected to support and engage with the school's Relationship and Behaviour Policy.

Parents are expected to support their child's learning, and to work in effective partnership with the school. They are asked to sign a home-school agreement that outlines the responsibilities of both the parent and the school, including those about behaviour and attendance.

Parents are encouraged to share any concerns which may affect their child's behaviour with the class teacher or the head teacher. Appointments with teachers are made through the school office. Parents are informed if the school has concerns about their child's welfare or behaviour.

Aggressive, threatening and abusive behaviour can present a risk to staff and children and is not tolerated in school. Such behaviour extends to remarks made on the school playground, social networking sites e.g. Facebook. It may lead to individuals being banned from school premises (in accordance with section 547 of the Education Act 1997).

HOME-SCHOOL AGREEMENT

At the beginning of school, parents are asked to sign a home school agreement that outlines the responsibilities of the school and parent with regards to the expectations of behaviour and attendance. Parents are expected to support the school in encouraging their children to show respect and support the school's approach to behaviour management.

PARENT AND PUPIL VIEWS

1. The Behaviour Management Policy is on the school Website for parental access. Parents are able all year round to contact school about concerns regarding behaviour initially by telephone or email to the school office to make an appointment to talk to their child's class teacher and if unresolved to a member of the Senior Leadership Team. Senior Management always responds to each comment/suggestion made by parents regarding behaviour.
2. Parent views on behaviour and expectations are sought in an annual Parent Voice survey
3. Pupils views on behaviour, and how safe they feel in school, are gained via regular Pupil survey/Pupil Voice carried out annually.

These responses are noted and outcomes address in a variety of forms if and when required. Discussions about behaviour etc are also discussed at class level, key stage level and decisions reported to the children. The pupils have access to a Pupils' Voice suggestions book where any concerns or observations can be placed anonymously. The Headteacher/SLT reads these and discusses them with staff and the Pupil Voice representatives, and responses are then fed back to children at assembly times if appropriate.

Emotional Literacy Support Assistant (ELSA) PROVISION

The ELSA provision is a very highly valued part of St Patrick's School support for pupils' with emotional and social difficulties

One experienced Teaching Assistant is trained as an ELSA in school and a Youth Mental Health First Aider.

The role of the ELSA is broad and varied and is available to children across the school.

ELSA time is provided both during curriculum time and also during break time. Pupils who are part of the group can be provided for individually or as part of small groups, depending on their needs.

A specific room/area is set aside for ELSA group activities. In certain instances, by prior arrangement with Special

Educational Needs and Disabilities Coordinator, pupils are able to go there if they feel threatened, vulnerable or feel the need for time out until they recover.

The ELSA Group caters for children with a range of short and long term needs including: attachment needs, anger management problems, low self-esteem, domestic problems at home, problems relating

to other pupils, mental health concerns or who may be upset about an incident or series of incidents in their lives.

ELSAs will usually meet weekly with the school SENDCo for supervision and termly with ELSA trainer/Educational Psychologist and other ELSAs from the local area for external Supervision.

LINKS TO OTHER POLICIES

This policy links to other policies which include:

Safeguarding

Exclusions

Confiscations and Searching

Anti-Bullying Policy

Use of reasonable force and other physical contact

Managing allegations

This policy is reviewed annually.

Reviewed: November 2025

Next Review: November 2026



APPENDIX 1

ST PATRICK'S CATHOLIC VOLUNTARY ACADEMY

Behaviour Reports are a means of teaching staff recording and reporting unacceptable behaviour to children's parents.

The report summarises the incident(s) where the unacceptable behaviour has been witnessed, the actions taken by staff to investigate and resolve the matter, and there is a section to record what the child has done in reparation for the misbehaviour.

Behaviour Reports can only be issued by teaching staff.

PROCEDURE TO FOLLOW WHEN ISSUING BEHAVIOUR REPORTS

- A) When a child receives a red dot teachers alert the child's parents to their child's via Behaviour Report.[
- B) Teacher completes the behaviour report with the details of the misbehaviour, what action has been taken by school and where appropriate, what reparation the child has undertaken to amend for the unacceptable behaviour.
- C) Teacher signs the Report and uploads a copy onto CPOMS- the school online safeguarding system.
- D) Teacher gives a copy of the Behaviour Report to the adult collecting the child in an envelope with the child. If the adult collecting the child is a parent, an explanation of the incident should be shared with them. The report is to be posted it in the case of year 6 pupils walking home alone with permission. If the parent doesn't collect, the staff member issuing the report must call home to speak to them on the day of issue. A copy is kept on CPOMS
- E) Child returns the Behaviour Report to teacher signed by the parent
- F) The signed report is then returned to the office for filing in the child's folder.
- G) Whenever an investigation is deemed necessary to determine the true facts of the incident, the teacher should interview the children and get a written account from the children (very young children have their accounts written for them).
- I) Reparation actions should be in compliance with the Behaviour Policy and where possible directly relate to the nature of the conflict.

BEHAVIOUR REPORT

Date:

Dear Parent/Carer,

Unfortunately, your child _____ has today been involved in an incident of unacceptable behaviour; the details are as follows:

In line with our behaviour policy, your child has missed a break time.

Please discuss this incident with your child and sign and return the attached slip to confirm that you have received this letter. Should you wish to discuss this further please contact school to make an appointment to meet with me at a mutually convenient time.

Kind regards,

Class Teacher

BEHAVIOUR REPORT PARENTAL RESPONSE

I have received and read the attached behaviour report. Tick I have discussed the incident with my child. Tick Signed:

Parent of:

Parent/Carer Comments:



APPENDIX 2

Good to be Green



Appendix 3:
Behaviour Reflection Sheets – RED KS2



St Patrick's Value Reflection



Describe what happened and who was affected:

Describe which value or values will you focus on to make things right and how:

The staff member I discussed this with:

Parent/ Carer signature:

“Be kind to one another, forgiving one another, as God in Christ forgave you.” *Ephesians 4:32*



St Patrick's Value Reflection



Describe what happened:

Describe how you felt?

Sad	Lonely	Frustrated	Confused	Angry	Worried	Hurt	Other

How can you make things right and which value or values will you follow?

Staff member discussed with:

Parent/Carer Signature:

"Be kind to one another, forgiving one another, as God in Christ forgave you." *Ephesians 4:32*