

Our Lady of Lourdes Catholic Primary School & Little Acorns Nursery



School Policy Statement for the **DEVELOPMENT OF POSITIVE BEHAVIOUR** (2026/27)

The 'Behaviour Policy' has been written following advice from DfE and EEF research as well as best practice. It has been written and reviewed after consultation with staff and governors.

Written by:	Mrs Liz KENDALL
Approved by:	
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POLICY FOR THE DEVELOPMENT OF POSITIVE BEHAVIOUR

At Our Lady of Lourdes Catholic Primary School & Little Acorns Nursery, we aim to encourage everyone to do their best and be actively involved in developing the skills to be resilient, independent and confident learners. We seek to develop the knowledge, skills and understanding to enable children to continue treating each other with respect and fairness; being willing to forgive and be forgiven.

Good behaviour is an essential condition for effective teaching and learning to take place. Good behaviour must be carefully developed and supported through positive relationships where direct teaching, discussion, reflection and modelling aims to help our pupils develop self-control, self-worth and self-esteem.

Our focal point for developing these good relationships starts with our Mission Statement: "For you are precious in my eyes".

Our understanding of 'Good Behaviour' follows on from the teachings and Gospels of Jesus Christ. In the daily life of school, we use the simple words in the classroom to promote good behaviours:

- Be Ready to Learn and Grow,
- Be Kind and Respectful,
- Be Responsible and Honest.

Visible consistencies which need to be adhered to are found in our Behaviour Curriculum Guidance Document.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging, disciplining alongside coaching misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with children to enable early intervention.
- A shared approach which involves children in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all children can achieve.

OVERVIEW

Our key purpose is to ensure the safety and success of all our children. In order to teach personal discipline and responsibility, we have in place a range of interventions to support children, develop positive relationships and promote personal self-discipline. Children are

responsible and accountable for their own behaviour. Children's positive attitudes to learning and conduct in lessons and around the school positively impact on achievement. High expectations of staff and children make a positive contribution. Regardless of the starting point of individual children high standards of behaviour will be expected and promoted consistently by all adults and at all times. At Our Lady of Lourdes Catholic Primary School, we know that restorative practice for more challenging behaviour works. We also recognise that minor issues can be dealt with swiftly and efficiently by refocusing children on their learning.

SHARED VALUES

Our shared values of love, respect, forgiveness, service, resilience and joy ripple through our daily practice. Everyone at Our Lady of Lourdes Catholic Primary School will be treated with unconditional respect. Everyone has the right to learn freed from bullying and harassment that may include bullying online and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

All members of staff will hold the highest expectations modelling the behaviour we expect from the children. This also extends to any visitor coming into our school. Positive and productive relationships with children are central to outstanding behaviour management. Adults take the lead with children who struggle to maintain positive relationships.

At Our Lady of Lourdes Catholic Primary School good behaviour is the expectation and not the exception. We acknowledge good behaviour as our 'default setting' and minimum standard. We promote in our children a sense of self-discipline rather than blind obedience and expect that children behave consistently whilst in school. Adults manage and influence behaviour; children are responsible for the choices they make.

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'
- DfE (2026) 'Keeping children safe in education 2026'

ROLES AND RESPONSIBILITIES

The governing board has overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of children's conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and children at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SENCO is responsible for:

- Collaborating with the governing board and the headteacher and the mental health to
- determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support children with SEND.
- Supporting teachers in the further assessment of a child's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for children with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the children themselves.
- Aiming to teach all children the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential, and that every child with behavioural difficulties will be able to study the full national curriculum.

- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the children in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting children in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every child.
- Being aware of the needs, outcomes sought, and support provided to any child with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
- As authorised by the headteacher, sanctioning children who display poor levels of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

Children are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents/carers are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

AIMS

Through our Behaviour policy we aim to foster behaviour which:

- Encourages a calm, purposeful, happy and welcoming atmosphere within the school where optimal learning takes place
- Protects the physical safety and emotional security of everyone in the school
- Encourages respect towards people, property and the environment
- Promotes positive attitudes towards learning through the importance of listening and thinking
- Celebrates and encourages achievements in work, positive attitudes and role models
- Creates a school where being gentle, kind, honest, hardworking and careful is valued and encouraged by staff, children, parents and visitors

OBJECTIVES

- To create an ethos of excellent behaviour in school.
- To create a culture of self-discipline – where children know that good behaviour is expected as the norm.
- To ensure that all are treated fairly, shown respect and to promote good relationships.
- To help children take control over their behaviour and be responsible for the consequences of it
- To understand that good citizenship is based upon good behaviour.
- To build a school community which values love, respect, forgiveness, service, resilience and joy.

We support positive behaviour through:

- A consistent approach by the whole school community
- Appreciating and agreeing the codes of behaviour
- Encouraging our children to see themselves as a member of the school family and recognise their responsibility in this and develop pride in it
- Develop the skills of cooperation, team work and discussion
- Encourage everyone to take care of and have respect for their own and each other's property
- Encourage everyone to take pride in the school environment and wider environment
- Creating a stimulating classroom environment
- Provide clear and positive learning experiences which offer a broad and balanced curriculum that is well prepared, planned, stimulating and relevant to each child
- Ensuring that curriculum issues concerning organisation, methods of teaching and learning, content and differentiation are addressed
- Being proactive in ensuring that children are successful and making alternative arrangement to avoid failure
- Regular conversations with parents about children's positive behaviour

Adults in school have a vital part to play as role models. This can be achieved through

- Demonstrating good manners

- Practicing good behaviour to each other as well as to the children
- Teaching appropriate behaviour and giving feedback when children are behaving well
- Showing respect for every child as an individual
- Making every child feel valued
- Not accepting bullying, anti-social behaviour, racism on any level at any time
- Never walk past or ignore students who are failing to meet expectations
- Being aware of vulnerable children
- Being seen to be fair and consistent
- Responding quietly, calmly, consistently and positively and using consistent behaviour language
- Criticising the behaviour not the child
- Avoiding labelling
- Listening with empathy and tact
- Handling confidential information sensitively and with tact
- Having regular liaison and update meetings internally with relevant outside agencies to make our policy effective.

At Our Lady of Lourdes Catholic Primary School, we subscribe to a set of transformative consistencies that permeate our practice and interaction with children:

- we meet and greet
- we give importance, taking time to show we care
- we follow up with a restorative approach
- we teach routines and relate everything to our three rules
- we remain calm and remove emotions that may affect a reasoned response
- we step our consequences
- we promote self-discipline
- we use non-verbal cues
- we address negative behaviour in private

Procedures

Everyone in Our Lady of Lourdes Catholic Primary has the right to be treated with respect and therefore all behaviour that prevents this will be dealt with immediately, fairly and in line with our school Behaviour Policy. This includes bullying of any kind.

We recognise that clear structure of predictable outcomes has the best impact on behaviour. Our policy sets out the whole school values 'Be Ready to Learn and Grow, Be Respectful and Kind and Be Responsible and Honest', relentless routines and visible consistencies that all children and staff follow. Refer to the behaviour blueprint in the appendices.

Children are praised publicly and reminded in private.

We strongly support the use of preventative discipline (establishing rules and routines to prevent disruptive behaviour occurring) and personal discipline, self-regulation and reflection (developing an ethos of positive self-discipline and celebrating and rewarding good behaviour) as our primary approach to achieving the aims of our positive behaviour policy.

Adults should try to pre-empt negative behaviour before it arises rather than wait for it to happen. Preventative actions should begin as soon as the children enter into the classroom. Behaviour is taught to children through the implementation of the '**Behaviour**

Curriculum Guidance'. Children are taught behaviour like they would be taught any other subject. Some of the strategies to develop excellent behaviour include:

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

We have a clear system in which we can reward and apply sanctions for behaviour that meets or does not meet our expectations. We express this through different levels from Level 1 at the lowest through to Level 4.

Any Level 3 or 4 sanctions should be systematically recorded using CPOMS online digital system.

PREVENTION STRATEGIES

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents.

The Curriculum - Positive behaviour will be taught to all children as part of our curriculum in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable.

Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all children. Appropriate and reasonable adjustments to routines for children with additional needs, e.g. SEND, will be made.

Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-child relationships - Positive teacher-child relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their children and create a strong foundation from which behavioural change can take place.

Preventative measures for children with SEND - Behaviour will always be considered in relation to a child's SEND. If it is deemed that a child's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the child.

Where a child is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided. The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the child concerned.

Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a child whose SEND means they find it difficult to sit still for long
- Ensuring a child with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions.

De-escalation strategies - Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a child's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the child and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the child, a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Zones of Regulation - The Zones of Regulation is a curriculum designed to foster self-regulation and emotional control. The Zones teach children how to name and recognise different emotions, and levels of emotions, in themselves and other people.

- The Blue Zone is when we (children and adults) are sad, sick, tired, bored.
- The Green Zone is when we are OK, calm, happy, focused, ready to learn.
- The Yellow Zone is when we are feeling excited, silly/wiggly, scared, embarrassed and experience a loss of some control.
- The Red Zone is when we are angry, elated, yelling, terrified, loss of all control.

The Program teaches children how their behaviour affects the way other people think and act around them. We use the terms 'expected' and 'unexpected' behaviour. Children learn that expected behaviour enables people to have comfortable thoughts about them, and unexpected behaviour causes other people to have uncomfortable thoughts about them.

The aim has been to embed the language of the Zones of Regulation across all parts of school life. Our school environment reflects this. In all classrooms, there is an interactive Zones of Regulation display that is used on a daily basis.

We have embedded the use of Zones of Regulation across all areas of school life. We also make sure we reinforce the language, concepts and messages through whole school assemblies and in our daily restorative conversations with children.

REWARDS

At Our Lady of Lourdes Catholic Primary School, we strongly believe that rewards encourage children to repeat behaviour because they have pleasant outcomes. Rewards contribute to children's self-esteem which nurtures their emotional, social and academic development. Rewarding one child encourages others to copy behaviours which results in attention and praise.

Rewards help to make school a friendlier and happier place to work and learn in.

Each Key Stage has their own reward systems

EYFS Pre-School use stickers for immediate rewards and select a star each day.
Reception use stickers for immediate rewards.

KS1/2 Classes give Credits as a rewards to individuals. Every 5 credits are to be rewarded with Credit Sweets in their classrooms at the end of the day.

At the end of the day, the child with the most credits will receive a Headteacher sticker and their name will be added to the Credit Book which will be read at Celebration Assembly on Fridays.

At the end of a half term, the top three children with the most Credits will receive a small prize.

In addition, in each class, the children are split into House teams and the team with the most Credits at the end of a half term will receive a small prize (extra play, small sweet treat, movie time, golden time).

Level 1 Rewards awarded for everyday occurrences of good behaviour related to Be Ready and Learn to Grow, Be Respectful and Kind and Be Responsible and Honest and the consistencies of our behaviour curriculum.

- Non-verbal displays of approval e.g. smile, thumbs up, approving nod
- Verbal expressions of approval e.g. positive comments and praise
- Valuing contributions and opinions made
- Celebrating/sharing achievements
- Visual awards e.g. displaying work, showing sharing work with other teachers
- Positive comments in books
- Class/School award systems e.g. house points, credits, credit sweets, prize box, stickers etc

Level 2 Rewards awarded for consistent hard work and behaviour – key model of values of Be Ready and Learn to Grow, Be Respectful and Kind and Be Responsible and Honest and the consistencies of our behaviour curriculum.

- Certificates – VIP Award, Our Lady of Lourdes Award given out in Celebration Assembly/Name included in weekly newsletter.
- Show work during Celebration Assembly and placed on Our Lady of Lourdes Display board outside the Headteacher's office.
- Displays of trust e.g. jobs, responsibility

Level 3 Rewards for extra special behaviour, being an excellent role model, significant change in behaviour for the better, going over and above.

- Show work to Head Teacher – Receive a Headteacher sticker
- Postcard/Praise Note sent home from Headteacher

Other rewards used throughout school include:

- sincere and timely verbal praise,
- positive recognition through class and school achievement awards, for example, star of the day in the classroom, praise awards in assemblies top table at lunch time
- stickers, certificates, House points
- positive notes and postcards home,
- positive phone calls home
- positive text messages home
- individual/class/group rewards

Corrective and Supportive Discipline Procedures

The strategies outlined here are employed when classroom or whole school expectations are broken and unacceptable incidents have occurred. These strategies aim to develop children's understanding of the consequences of their actions and build in support mechanisms in order for children to modify and improve the pattern of their behaviour.

DELIVERING SANCTIONS WITH DIGNITY

Behaviour management begins at classroom level with a positive and proactive approach. This could include:

- redirection
- distraction
- non-verbal strategies
- rule reminder
- gentle encouragement
- sitting with a teaching assistant or other adult
- sitting in another part of the room but still within the lesson
- peer led approaches – changing groupings, encouraging positive pairings

For the vast majority of our children a gentle reminder of the three rules, or nudge in the right direction is all that is needed. Children who continue to misbehave must know that they are responsible for their choices. Staff will make it clear to the child in what way they have not behaved well and how they have not followed one of the three rules and link sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger or in public. At Our Lady of Lourdes Catholic Primary School adults deescalate skilfully.

Sanctions

A sanction is a response designed to discourage inappropriate behaviour. However, used alone sanctions do not teach new more appropriate behaviours. The use of positive reinforcement and role modelling are used in Our Lady of Lourdes to illustrate the preferred, encouraged behaviour so it is important to continue to reward and encourage the child for their good behaviour.

Level 1 Consequences for low level routine misbehaviour e.g. talking, distracting others

- Non-verbal e.g. Frown, raised eyebrows, shake of head
- Verbal **Reminders** of behaviour expectations
- Tactically ignore
- Redirect attention
- Teacher position self by child

- Move child within classroom

Level 2 Consequences for repeated misbehaviour/failure to follow rules.

- **Yellow Warning/Caution** - A clear verbal warning/caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Using phrases such as, 'I will remind you of our rules, Be, as I assume you may have forgotten.'
- **Last Chance** - Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
- Use the egg timer to provide time for the child to consider their choices.
- Complete unfinished work at social time.
- Loss of 5 minutes' social time.
- Two minutes' time out within the classroom (EYFS).
- Missed playtime

Level 3 Consequences for persistent misbehaviour/failure to follow rules.

- **Exclusion** from class to specified class for 20 minutes to complete work (Elder Class am/Other classes pm).
- No attention given to the child by the receiving teacher other than to provide a workspace and to return the child after 20 minutes. Child to be sent to class with work to complete.
- This exclusion from class **can** be repeated **once** during the course of the day
- Children to miss 20 minutes of playtime to make up the time missed in class.
- Further persistent misbehaviour goes to Level 4
- Inform parents of behaviour – phone, standard school letter or in person. Log contact in CPOMS
- The Headteacher will monitor CPOMS and will call for children whose names appear regularly to explain their behaviours

Level 4 Consequences significant misbehaviour which is oppositional and/or defiant including consistent use of swearing, unkind words and hurting others.

First Action

- Immediate isolated exclusion from class under the care of the HT for 20 minutes (10 minutes KS1 and 5 minutes for EYFS); child is escorted or removed. The incident must be recorded by the Class Teacher on CPOMS.
- The child will complete work from the class.
- If behaviour is positive then a return to Level 1 can be applied.

Second Action

- If behaviour remains oppositional and/or defiant, a second isolated removal can be used. If this is during the same session i.e. am/ pm, the exclusion will last for the rest of the session.

Third Action

- If this continues over the course of more than one day, a Managed Exclusion can be arranged in which work is carried out away from other children and playtimes/ lunchtimes are supervised and away from peers. This should be for no more than one day.
- A meeting with the Headteacher and parents should take place prior to a managed exclusion.

Fourth Action

- Level 4 sanctions should be referred to the Headteacher for information and logged using CPOMS. When these are not successful, a move to suspensions or permanent exclusions may be considered in the light of support from both internal and external sources.

WORKING WITH PARENTS/CARERS

Clear communication on behaviour issues with parents/carers is critical. Parents want to know when things are going well as much as they want to be informed when things are not.

Communication with parents/carers on behaviour will almost always be positive.

Children who struggle with their personal discipline benefit from a consistent approach at school and in the home. Class teachers and parents/carers will need to work in partnership. Simple agreements that give the child the same message have maximum impact.

Parents/carers must take responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate parents/carers will be called in to school to help support the school in the management of their child's behaviour.

WORKING IN PARTNERSHIP

As a school we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as;

- Educational psychologists
- Specialist Teachers
- CAMHS
- Counselling services/Play Therapy
- Local High Schools
- Early Help and Wellbeing Team
- School Nurse Team

DEFINITIONS

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of children
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other children, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”.

Any of the incidents above will, in the first instance, result in an immediate internal inclusion and will be recorded on CPOMS. This will ensure the safety of everyone involved and enable appropriate time for a thorough investigation to take place.

Each incident will be treated on individual merit with the final decision being made by the head teacher, and in his/her absence, the next senior member of staff.

SEXUAL ABUSE AND HARASSMENT

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse, including sexual harassment, gender-based bullying and sexual violence. The school’s procedures for handling child-on-child sexual abuse and harassment are detailed in the Child Protection and Safeguarding Policy. The school will respond promptly

and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

SMOKING AND CONTROLLED SUBSTANCES

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff be instructed not to smoke on school grounds. Children will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with children related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

PROHIBITED ITEMS, SEARCHING CHILDREN AND CONFISCATION

Headteachers and staff authorised by them will have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item. These may include:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- 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 any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Mobile phones will be handed in on arrival – children will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

TEACHING BEHAVIOUR, RESPECT AND DIGNITY

- All will be taught to treat others well, through collective worships, RE, assemblies, circle times and within day-to-day role modelling.
- All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children.
- Children will be taught to be polite, respectful, well-mannered and have personal discipline.
- Positive reinforcement and sanctions will be used sensitively and fairly by staff to encourage and promote good behaviour.

- Children are held responsible for their behaviour.
- Staff will deal with behaviour without delegating. Where a member of staff needs further support with a behaviour issue school leadership will not deal with the child remotely but provide support and agree a plan of action help and support.
- The class teacher will involve parents at an early stage where a child is experiencing problems with behaviour. The headteacher will become involved if the problem persists.
- When there is a serious problem with a child's behaviour, the SENCO and headteacher will, where appropriate and with the agreement of parents involve outside agencies.
- In extreme cases, a child's bad behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the headteacher in accordance to the Local Authority Guidelines.

SUPPORT FOR CHILDREN WHO PRESENT EXTREME BEHAVIOURS/SEND/CHILD ON CHILD ABUSE

Children who present such extremes of behaviour should have a written positive behaviour plan. Such plans will include strategies to prevent and deal with any recurrence of behaviours that could lead to the use of physical interventions.

This plan is written by the class teacher in conjunction with the staff working with the child with support from the headteacher. It is very important to share this plan with everyone who has dealings with the child.

Staff will keep a record of all reported incidents to help identify children whose behaviour may indicate potential mental health problems on CPOMS.

Depending on the age of the children these incidents will be dealt with at the discretion of the HT. All serious behaviour matters must be referred immediately to the Headteacher.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults
- Sexualised behaviour

The Headteacher will follow the behaviour procedures and safeguarding policy to issue consequences to the perpetrator. The victim and perpetrator will be assessed and provided with support as required and/or if appropriate outside agencies. They will work with all parties to resolve the matter and ensure a positive outcome for all children.

Although challenging behaviour does not necessarily mean a child has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the child's behaviour.

Where a child is identified as having SEMH difficulties, SEND support will be put in place from the school's national SEND budget. SEND support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the child's needs, will consist of the following three stages:

- Stage 1: Universal support – the adjustments, interventions and support accessible to all children that is delivered at a whole-school level.

- Stage 2: Selected support – the support and interventions delivered using the school's resources, led by the SENCO.
- Stage 3: Targeted support – the support and interventions for pupils who have more complex and enduring SEMH needs.

Where the decision to implement an individualised graduated response has been unsuccessful, the school will consider whether to request an EHC needs assessment, in line with the school's SEND Policy. This could lead to the creation of an EHC plan.

Where a child is identified as having SEMH difficulties, but a request for an EHC needs assessment is rejected, or has been approved but the implementation of an EHC plan fails to address the child's behaviour, further sanctions, such as exclusion, could be considered. The school will ensure that all punishments are reasonable in all circumstances, and will consider the child's age, religious requirements, SEMH needs and any SEND.

BEHAVIOUR OFF SCHOOL PREMISES

Children at the school must agree to represent the school in a positive manner.

Staff can punish children for misbehaviour outside of the school premises. Staff may discipline children for misbehaviour off the school premises when the child is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a child at the school.

Staff may also discipline children for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another child, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the child has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about misbehaviour by children at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

DATA COLLECTION AND BEHAVIOUR EVALUATION

The school will collect data from the following sources:

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

- Anonymous surveys for staff, children, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing inform school policies and practice. Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

MONITORING OF BEHAVIOUR

All incidents are recorded on CPOMS. CPOMS is analysed to look for any patterns in behaviour. This information is then used to inform positive handling plans.

STAFF INDUCTION, DEVELOPMENT, TRAINING AND SUPPORT

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of children at the school to enable behaviour to be managed consistently.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour. Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school. The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behaviour problems in the classroom or during breaks and lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction. Teachers and support staff will receive regular and ongoing training as part of their development.

OUTCOMES

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations of the school. It will be used to promote community cohesion.

MONITORING AND REVIEW

This policy will be reviewed by the headteacher and governors on an annual basis, who will make any necessary changes and communicate these to all members of staff. The next scheduled review date for this policy is July 2027.

