

# St Joseph's Catholic Primary School



## Behaviour and Attitudes

**Policy review dates:**

<b>Review Date</b>	<b>Changes made</b>	<b>By whom</b>
January 2028		Charlotte Chapman Local Governing Committee

## St Joseph's Catholic Primary School

### Statement of Intent

*St. Joseph's Catholic Primary School is committed to creating an environment which truly reflects the teachings of Christ.*

*We believe that, by creating a community in which each individual is valued, respected and treated with understanding, all children can be supported to reach their full potential. We expect the pupils and adults at St Joseph's to demonstrate the highest standards of behaviours.*

*Partnership between parents, pupils and school is essential to create a positive learning experience for our children. In order to facilitate teaching and learning, positive behaviour must be demonstrated in all aspects of school life.*

*We believe that all children, without exception, have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs.*

## Contents Page

1. Principles
2. Aims
3. Purpose
4. Roles and Responsibilities
5. Behaviour for learning
6. Sanctions
7. Adult strategies
8. Language around behaviour
9. Behaviour pathway
10. Understanding behaviour
11. De-escalation
12. Withdrawal from the classroom
13. Intervention
14. Permanent Exclusion or *Managed Move*
15. Behaviour off the school premises
16. Staff Training
17. Monitoring and Review

## Appendices

1. Legal Framework
2. Definitions
3. Items banned from the premises
4. Behaviour agreement
5. 5 point scale
6. Positive handling plan
7. Physical Intervention and Use of Reasonable Force Policy
8. Screening, Searching and Confiscation Policy

## 1. Behaviour Policy Principles

St Joseph's is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

As members of our community, we adhere to the values of being:

**'Ready, Respectful and Safe.'**

*Ready to learn*

*Respectful to one another*

*Safe to learn*

In addition to these basic rules, we have school values which encompass our daily lives at St Joseph's.

**Resilience** - a can do spirit, never giving up and knowing when to ask for help

**Excellence** - try our best in everything we do, taking pride in our work

**Respect** - honest in our speech and actions, caring for the people and our environment

**Community** - working together with family, teachers and friends and work as a team

**Aspiration** - setting high goals for ourselves and give our best in all we do

**Celebration** - recognise our own achievement and the achievements of others; we value other people

School rules are displayed in classes and discussed with pupils on a regular basis. Values are shared in Collective Worship and in Celebration assemblies and the PHSE curriculum. Children are praised for demonstrating these values.

We believe the key to outstanding behaviour is to have high expectations which are fairly and consistently applied throughout the school.

Children are encouraged to walk quietly throughout school and open doors for pupils, staff and visitors.

## 2. Aims of the behaviour policy

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour and

- To use restorative approaches instead of punishments

### 3. Roles and Responsibilities

#### All staff must:

- Ensure school rules are adhered to promoting a positive learning culture
- Take time to welcome students at the start of the day
- Have high expectations of pupil behaviour and they strive to ensure pupils work to the best of their ability.
- Plan stimulating lessons which engage pupils
- Treat each child fairly, with respect and understanding
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students before behaviour can escalate
- Record incidents of negative behaviour on CPOMS in an accurate and timely manner.
- Keep their line manager up to date with any changes or escalations in behaviour.
- If behaviour continues, staff will seek advice from SLT who will involve parents. See the 'Behaviour Steps' appendix.
- Be aware of pupils with SEMH, employing strategies suggested by the SENDCO to support their behaviour.
- Review behaviours with the SENDCO and parents when appropriate.
- Reports to parents at Parents evenings about general progress and behaviour. The class teacher may contact a parent if there are more immediate concerns around the behaviour or welfare of a child.

#### The Head teacher and The Senior Leadership Team must:

- Implement the Behaviour Policy consistently throughout the school and report to Governors when requested.
- 
- Be a visible presence around the school
- Embed the standard of behaviour expected by the pupils.
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls, certificates or stickers
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours

#### Parents

- Are responsible for the behaviour of their children.
- Build a supportive dialogue with school
- Support St Joseph's to manage the behaviour of their children.
- Read and support the school rules which are shared in the School Prospectus

- School will inform parents immediately if we have concerns about the child's welfare or behaviour.
- We actively encourage parents into school to clarify any issues around behaviour.
- If school have cause to sanction a child, parents should support the school's actions. If the parent has concerns regarding the way in which a child has been treated, they should discuss this with the class teacher in the first instance. If the concern remains, the class teacher will pass the concerns on to the SLT. If discussions cannot resolve the problem, parents can report a formal grievance or appeal process can be implemented to the school Governors in accordance with our Complaints Policy.

### Pupils

- Listen carefully to instructions in lessons. If they do not do so, they may be asked to move to a seat nearer to the teacher or to sit on their own.
- Try their best in all lessons. If they do not, they may be asked to redo a task.
- Teachers will reprimand pupils who become disruptive in class. If this continues, the child may be removed from the rest of the class until they are ready to rejoin the class or they may have to miss some of their break or lunchtime.
- Children may miss some or all of their break time.
- We believe it is important to involve parents as soon as possible when monitoring a child's behaviour. This may involve using behaviour charts to allow good communication between home and school. An emphasis on positive achievements provide a basis upon which we can build success. Records of meetings will be logged on CPOMS.
- Pupils are encouraged to talk to their class teacher if they have concerns about being treated unfairly by other children. Bullying of any kind will not be tolerated. If we discover bullying has taken place, we will act immediately to stop any further occurrences of such behaviour. Whilst it is difficult to eradicate bullying, we will do everything possible to ensure that all children attend school free from fear. Our anti-bullying Policy outlines our approach.
- Where behaviour continues to remain challenging, the class teacher will liaise with the SENDCO and targets may be set as part of a behaviour plan.
- As expectations are regularly referred to, pupil and staff are fully aware of the expectations.
- To ensure the safety of our pupils, we employ a 'Positive Handling Policy' which enables staff to use reasonable force when required to prevent a pupil being harmed or causing harm. Our approach is outlined in our Positive Handling Policy.

### Governors

Governors are responsible for setting general guidelines on standards of discipline and behaviour and reviewing their effectiveness. They support the Head Teacher to carry out the guidelines.

Governors may advise the Head Teacher, particularly with disciplinary matters which the Head teacher must consider when decision making.

#### Members of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care and compassion

#### Students want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

### 6. Rewards

- We believe in promoting positive behaviour to develop an ethos of kindness and cooperation.
- Positive verbal feedback
- Written feedback to a completed piece of work
- Show work to another teacher, member of SLT or Executive Head Teacher.
- Reward stickers
- Move to purple or gold on the class behaviour chart
- Receive a 'Star of the week' award at our weekly Celebration Assembly
- Gain 'Dojo' points with the most points each week receiving a certificate
- Continued exemplary behaviour will receive a platinum award and receive a certificate in assembly.
- Each week, a child from each class will be chosen to have hot chocolate with a member of the SLT to celebrate their successes.
- Children will be given responsibilities around school such as OPAL play leaders, eco warriors, school Council members to recognise excellent behaviour

### 7. Sanctions

Sanctions are used to reinforce our school rules and to ensure a safe and positive learning environment. We use each sanction appropriately to each individual situation.

### 8. Language around Behaviour

At St Joseph's, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher. Incidents are logged on CPOMS as an accurate and timely record.

## 9. Understanding Behaviour

Where pupils frequently display negative behaviour, we use the antecedent behaviour consequence (ABC) analysis to determine appropriate support:

- Antecedent (A): what happens before the behaviour occurs
- Behaviour (B): behaviour displayed
- Consequence (C): the results of the behaviour

The following questions will be asked to ensure the analysis is effective:

- What appears to be the underlying cause of the behaviour?
- Where/when does the behaviour occur?
- What are the triggers for this behaviour?
- What strategies for change can be implemented?
- How can progress be monitored?

A Behaviour Agreement is then implemented to monitor the pattern of behaviours which is monitored by the class teacher in the first instance. The phase leader will monitor these at the end of each day.

## 10. De-escalation Strategies

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

Strategies to be used may include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple and direct language
- Use of the
- Zones of Regulation
- Avoid being defensive eg if comments appear negative or disrespectful
- Allow personal space where safe to do so

- Use open and accepting body language ie not standing with arms crossed
- Reassuring the pupil and create an outcome goal
- Identify points of agreement to build rapport
- Offer a face-saving route out of confrontation
- Rephrasing negative words with positive ones - 'If you return to your seat, I can help you with your work'.

## 11. Impact of SEND on behaviour

At St Joseph's, we recognise that pupil 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 send.

Although we recognise that not every incident of misbehaviour will be connected to their send. Decisions on whether a pupil's send has had an impact on an incident of misbehaviour will be made on a case by case basis.

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

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the schools, policies or practises (The 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 educational healthcare plan, (EHCP), the provisions set out in the plan must be secured and the school must cooperate with the local authority and other bodies.

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned and will be outlined on the pupils individual SEN support plan.

These preventative approaches may include the following:

Short planned movement breaks for a people with send who finds it difficult to sit still for long.

Adjusting seating plans to allow full participation and engagement.

Use of a sensory room, reset space and calm corners where pupils can regulate their emotions during a moment of sensory overload.

## 12. Adapting sanctions for pupils with SEND

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

Was the pupil unable to understand the rule or instruction?

Was the pupil unable to act differently at the time as a result of their SEND?

Is the pupil likely to behave aggressively due to their particular SEND need?

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

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

## 13. Considering whether a pupil displaying challenging behaviours may have unidentified SEND.

- The School Inclusion Manager may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from external agencies such as the Educational Psychologist or medical professionals.
- Where acute needs are identified, we will liaise with external agencies and plan support programmes for that child. We will work with parents and carers to create the plan and review it on a regular basis.

## 14. Break times

We aim to make our playground a stimulating areas as this provides opportunities for creative play and lessens the likelihood of children becoming bored.

At lunchtime, we have a clear set of guidelines which the children have put together which is consistent with our approach to promoting good behaviour.

Staff are responsible for developing and playing games with the children in order to promote social skills.

## 15. Withdrawal from the classroom

We may decide to remove a child from the classroom for a limited period of time as a response to more serious behaviour incidents. This will only be done when absolutely necessary and the following are to be maintained:

- All health and safety needs will be met ie breaks and toileting
- The amount of time out of class is to be decided by the Head teacher.

- Class teachers will set appropriate work for the child to complete

## 16. Positive handling

When dealing with an episode of extreme behaviour, a child may need to be positively handled to keep them or others safe. This will only be used as a final strategy. Whilst any member of staff has a duty of care to keep children safe, these incidents are managed by staff who are certified in Positive Handling:

- Mrs McLaughlin (Deputy Head Teacher)
- Mrs Guy (SENDCO)
- Mr Ceron - (HLTA)

Children who require positive handling will have bespoke 'Positive Handling Plans' that can be found in Appendix A.

## 17. Fixed term suspensions and exclusions

These are extreme steps and will only be taken in cases where:

- A fixed-term exclusion may be enforced under these conditions:
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- Staff need respite after an extreme incident
- The child being at home will have a positive impact on future behaviour.
- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEND policy.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Exclusions will occur following extreme incidents at the discretion of the Head Teacher.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

If these conditions are not met, other options may include an internal suspension with a member of staff. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. This may be than more than one exclusion up to the statutory amount.

The Head Teacher may also exclude a pupil permanently. The Head Teacher can also convert a fixed term suspension to a permanent exclusion if the incident warrants this.

If an exclusion has been deemed necessary, the parents will be informed immediately, giving the reasons for the exclusion. Parents are also notified that they can appeal the decision to the Governing Body and will explain how to make the appeal.

The Head Teacher will inform the local authority and the Governing Body if any exclusions are made, including those of 5 days or more in any one term.

The Governing Body itself cannot exclude a pupil or extend an exclusion period made by the Head Teacher. Nor can it extend the period of the exclusion set by the Head Teacher.

The Governing Body has a disciplinary Committee which considers any exclusion on behalf of the Governors.

As part of the appeals process, the committee will meet to discuss the circumstances of the exclusion, consider representations by Parents and/or the LEA and consider if the pupil should be reinstated. If the decision is to reinstate the pupil, the Head Teacher must comply with this decision.

Upon returning to school following a suspension or exclusion, a reintegration meeting will be held with parents and the pupil and must be carried out before the pupil re-joins the classroom.

## 18. Violence towards staff

At St Joseph's, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves. Further information can be found in our Physical Intervention and Use of Reasonable Force Policy and should call for support if needed.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded accurately on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure and maintain wellbeing.

In extreme cases, the member of staff may be allowed to go home by a member of SLT. Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions.

Children who are aggressive towards adults may do this for several reasons but as adults we need to still show compassion and care for the child.

Exclusion will only happen once we have explored all options and have created a plan around a child.

### 19. Behaviour off the school premises

Pupils at St Joseph's must agree to represent the school in a positive manner.

The guidance in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff may discipline pupils for misbehaviour off the school premises when the pupil is:

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

Staff may also discipline pupils 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 pupil, 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.

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

### 20. Staff Training

St Joseph's recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural 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.
- All staff members are provided with training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of the staff meeting agenda.

- Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.
- All staff will also receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.

## 21. Monitoring and Review

- This policy will be reviewed by the Head teacher and Governing Body on an annual basis and will make any necessary changes and communicate these to all members of staff.
- School will keep records of behaviour incidents on CPOMS along with action taken.
- The Head Teacher will keep a record of any fixed term suspensions and permanent exclusion. It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions and to ensure the school policy is administered fairly and consistently.
- This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.

The next scheduled review date for this policy is October 2026.

## Appendix 1

### 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
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Drug and Alcohol Policy
- Physical Restraint and Reasonable Force Policy
- Complaints Procedures Policy
- Searching, Screening and Confiscation Policy

## Appendix 2

### Behaviour Management Procedures

*Outstanding behaviour results in outstanding learning. Every child deserves the right to high quality teaching to enable them to achieve their potential. To achieve this, every class will follow the same rewards and sanctions procedure to ensure clarity and consistency for all.*

#### Rewards

We have a range of positive behaviour systems which operate simultaneously.

There will be a display in each classroom which outlines this system - a five coloured behaviour display, an 'Everyday should be Green' chart and a 'Going for Gold' chart.

If a child has done something really good they will be rewarded with a note or sticker home and move to the purple zone. Stickers and notes are used from Nursery to Year 6. There will be a separate chart for the child to indicate that they have been awarded this prize.

If they have done something exceptional, they can be moved to the gold zone.

At the end of each week the class teacher will nominate a Star of the Week winner to be celebrated in assembly at the end of the week.

Children who have met behaviour expectations all week and remained in the green zone (or above) will be selected at random to have hot chocolate with the Head Teacher as a recognition for their efforts.

### Sanction Pathways

There are a minority of children who display behaviour that is inappropriate (disrupting lessons, wasting time, spoiling other children's playtime and lack of respect). The following is to act as a deterrent.

Where a child displays inappropriate behaviour, they will be given a verbal reminder. If the behaviour continues then the pupil will be issued with a warning and will be moved to the grey zone. Staff will use their professional judgement to determine whether a visual or verbal warning is given.

Once a child has moved into the grey zone they can move out, and back to green, if their behaviour improves. This decision is at the discretion of the class teacher.

Where behaviour doesn't improve, or for more serious inappropriate behaviour, a child will be moved into the pink zone where sanctions will be put in place.

Children will be sent to 'time in' and added to the behaviour log. The log will indicate details of the unwanted behaviours. Time in will be supervised by Mrs Wharton and Mrs Elliott and will take place in the Seedlings room.

The child will be supervised and be given the opportunity to reflect upon their actions. A restorative conversation and reflection activity will be given to support the child (see appendix 2). Further work will be provided by the class teacher to complete after the reflection task. A record of the name and reason will be kept for monitoring purposes on CPOMS.

Stage One	Stage Two
Low level disruption	
Talking excessively	Physical Violence
Disrupting the learning of others	Racism
Mis- use of equipment	Persistent refusal
Refusal	Persistent disruption
Defiance	Putting others at risk of harm
EYFS: 15mins	KS1: 45mins
	KS2: 60mins

NB: This is not to be used for finishing work or missed homework. Finishing work is the responsibility of the class teacher and missing homework should be referred to homework club.

### Further Sanctions

Where unwanted behaviours are identified on a more regular basis, additional sanctions will be utilised:

For frequent stage one behaviours the class teacher will meet with the child's parents to discuss how the school can support their child.

Behaviour monitoring report: A child will be placed upon report. If a child is placed upon report, a behaviour mentor will be appointed. The behaviour mentors will formally touch base with the class teachers/children on daily basis and SLT on a weekly basis. At this time the parents of the pupil will be informed of this decision and invited into school to meet with the behaviour mentor, class teacher and HT to discuss and help to improve their child's behaviour. A child will only come off report when it is agreed by all parties that their behaviour has improved enough to warrant it. This is to be reviewed regularly.

A behaviour report will track a child's behaviour. If it does not improve then one of the following can be imposed:

A decision could be made by the SLT that the child will miss an activity they are motivated by i.e.

if they have been selected for a sports team or school trip. The class teacher can recommend to the SLT that this action might be used.

- Internal exclusion outside of the class.
- Fixed term exclusion - work provided by the school to be completed during exclusion
- Permanent exclusion

In virtually all cases, any of the above can take place if the child is on report however extreme behaviour could result in such sanctions being used without a child reaching the report stage.

A reintegration meeting must be held with the child, parents/carers and Head Teacher or member of SLT before a child is allowed to re-join normal class lessons.

## Appendix 3

### Definitions

For the purpose of this policy, the school defines "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, including, but not limited to, the following:

- **Discrimination** - not giving equal respect to an individual on the basis of age, disability, gender reassignment, 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 involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- **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
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Serious violence or aggression

For the purpose of this policy, the school defines "low level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, 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
- Use of mobile phones without permission
- Graffiti

"Unacceptable behaviour" may be escalated as "serious unacceptable behaviour", depending on the severity of the behaviour.

"Challenging behaviour" is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour - e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

### Appendix 3

#### Items banned from the school premises

The following items are banned from the school premises:

- Fire lighting equipment:
  - Matches, lighters, etc.
- Drugs and smoking equipment:
  - Cigarettes
  - Tobacco
  - Cigarette papers
  - Electronic cigarettes (e-cigs)
  - Alcohol
  - Solvents
  - Any form of illegal drugs

- Any other drugs, except medicines covered by the prescribed medicines procedure
- Weapons and other dangerous implements or substances:
  - Knives
  - Razors
  - Catapults
  - Guns (including replicas and BB guns)
  - Laser pens
  - Knuckle dusters and studded arm bands
  - Whips or similar items
  - Pepper sprays and gas canisters
  - Fireworks
  - Dangerous chemicals
- Other items:
  - Liquid correction fluid
  - Chewing gum
  - Caffeinated energy drinks
  - Offensive materials (i.e. pornographic, homophobic, racist, etc.)
  - Aerosols including deodorant and hair spray

Senior members of staff can use their power to search without consent for any of the items listed above. This is in conjunction with the Search and Confiscation Policy

[Appendix 4](#)

**Behaviour Agreement**

Pupil: \_\_\_\_\_ Class: \_\_\_\_\_

Week beginning: \_\_\_\_\_

**My Goals:**

- 1) \*\*\*\*\*
- 2) \*\*\*\*\*
- 3) \*\*\*\*\*

		8:55am - 10am	10am - 11am	1am - 11:15am	11:15am - 12pm	12pm - 1pm	1pm - 1:20pm	1:20pm - 2:15pm	2:15pm - 2:30pm	2:30pm - 3:30pm
Monday	1									
	2									
	3									
Tuesday	1									
	2									
	3									
Wednesday	1									
	2									
	3									
Thursday	1									
	2									
	3									
Friday	1									
	2									
	3									

Appendix 6

Positive Handling plan

Child's Name:.....

Date of plan: ..... Review date: .....

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours

Common Triggers

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	Try	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Controlled choices			
Humour			
Logical consequences			

Planned ignoring			
Time-out			
Transfer adult			
Removing audience			
Supportive touch			
Success reminded			
Listening			
Others			

#### Diversions and distractions

#### Medical conditions to be taken into account

### [Appendix 7](#)

## PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

### Key Points

#### 1. DEFINITIONS

- 'Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder
- 'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury
- 'Reasonable in the circumstances' means using no more force than is needed
- 'Control' is either passive - e.g. standing between pupils, or active e.g. leading a pupil by the elbow out of a classroom
- 'Restraint' means to hold back physically or to bring a pupil under control

### THE LEGAL POSITION

#### 2. Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip. Staff should use their professional judgement of each situation to make a decision to physically intervene or not. Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

### 3. WHEN CAN PHYSICAL FORCE BE USED

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave
- Prevent a pupil:
  - who disrupts a school event, trip or visit
  - leaving the classroom where this would risk their safety or disrupt others
  - from attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts.

A record of all serious behaviour incidents will be added to CPOMS in an accurate and timely manner.

## Appendix 8

### SCREENING AND SEARCHING PUPILS, CONFISCATION OF ITEMS

#### Key Points

#### Searching

- School staff can search a pupil for any item if the pupil agrees.
- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or 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 going to be used:
  - to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for Schools' obligations under the European Convention on Human Rights (ECHR) Under

article 8 of the European Convention on Human Rights pupils have a right to respect for their private life.

In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8.

A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist staff in deciding how to exercise the searching powers in a lawful way.

### Who can search?

Any teacher who works at the school, and any other person who has the authority of the headteacher. Under what circumstances? Where possible, staff must be the same sex as the pupil being searched and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

### When can I search?

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

### Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Such items should be handed in to a senior member of staff.

### Screening

It is not the policy of the school to routinely screen pupils without identified cause. Further advice for staff can be found at this link:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screeningsearching-and-confiscation>

### KS1 Time In

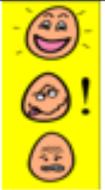
Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Check In</b>				
<b>Tick</b>				
<b>Looks like</b>	Rubbing eyes Head down on the desk Sad Daydreaming	Getting on with things Relaxed Smiling Engaged	Distracted Wiggly Fidgety Energetic	Hiding Running away Refusing to work Throwing or breaking things Running around
<b>Sounds like</b>	Yawning Crying Withdrawn/quiet Sighing	Kind words Listening to others Working together A reasonable speaking volume	Making lots of sounds Asking lots of questions Arguing Talking lots or not at all	Crying Shouting Stomping Arguing
<b>Feels like</b>	Feeling hot and bothered Not motivated No energy	Relaxed Ready to learn	Shaky Busy mind Not in control	Shaky Busy mind Sweaty Not in control

**Next time I feel like this I can try...**

**Reflection Activity to be completed during 'time in'**  
**KS2 Time In**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Check In</b>				
<b>Tick</b>				
<b>Looks like</b>	Rubbing eyes Head down on the desk Sad Daydreaming	Getting on with things Relaxed Smiling Engaged	Distracted Wiggly Fidgety Energetic	Hiding Running away Refusing to work Throwing or breaking things Running around
<b>Sounds like</b>	Yawning Crying Withdrawn/quiet Sighing	Kind words Listening to others Working together A reasonable speaking volume	Making lots of sounds Asking lots of questions Arguing Talking lots or not at all	Crying Shouting Stomping Arguing
<b>Feels like</b>	Feeling hot and bothered Not motivated No energy	Relaxed Ready to learn	Shaky Busy mind Not in control	Shaky Busy mind Sweaty Not in control

**When I was feeling like this my behaviour looked like...**

**Next time I feel like this I can try...**