
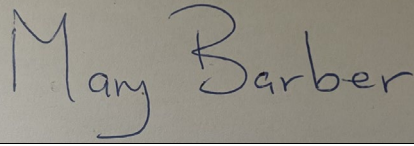




St Francis

Catholic Primary School

Behaviour Policy 2025

Review Date	17 th September 2025
Signed: G Brown (Head Teacher)	
Signed: M Barber (Chair of Governors)	
Next Review Date	September 2026

1. Ethos and Rationale

The aim of our whole school behaviour policy is that all members of our school community live out our mission statement:

At St Francis Catholic Primary School, the Catholic faith is the foundation of our school culture and ethos.



Our policy aims to embody and live out the teachings of the Gospels and the Catholic Church and to educate the whole child: spiritually, morally, socially and academically. We believe in the power of forgiveness and reconciliation and that all members of the school community relate behaviour to the Gospel values and Catholic virtues which are explicitly taught, modelled and practised.

At St Francis, we believe each individual child has the right to feel valued and respected so that they feel a sense of 'belonging' in a cohesive and caring community.

The policy outlines what we expect from all our pupils in terms of their behaviour, the sanctions that will be enforced if this policy is not adhered to and, as in the example of Jesus Christ, the restoration and forgiveness that is essential.

"If your brother sins, rebuke him, and if he repents, forgive him." Luke 17:3

2. Core Principles

- There is a consistent approach to behaviour throughout the school with parental co-operation and involvement, working with staff, pupils and governors.
- Good behaviour and self-discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years.

- To ensure all children respect themselves and others, recognising and respecting those from other cultures in the school and wider community, as children of God who are unique and special.
- Encourage a calm, purposeful and happy atmosphere within the school and that all members of the school community should work together to maintain an atmosphere conducive to learning with mutual respect, consideration, tolerance and understanding for each other
- Encourage increasing independence, self-discipline so that each child learns to accept personal responsibility for their own behaviour
- To help children become acutely aware of different forms of bullying and actively try to prevent it from occurring.
- To implement a disciplinary framework that is clear and understood by all members of the St Francis community

3. Roles and Responsibilities

3.1. The Governing Body

The governing body have a responsibility for reviewing and approving the behaviour policy. They will review this policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

3.2 The Headteacher

The Headteacher will:

- Review this behaviour policy in conjunction with the governing body
- Ensure the promotion of the school mission statement, the St Francis Way and Gospel Values
- Ensure the health, safety and welfare of all staff and children
- Lead by example in the implementation of the Behaviour Policy, reinforcing the need for consistency throughout school
- Monitor that the Behaviour Policy is being implemented consistently by all staff members
- Report to governors regarding the effectiveness of the Behaviour Policy and on the frequency of Significant Behaviour incidents
- Be a positive role model
- Praise and encourage positive behaviour through celebration assemblies and rewards
- Support staff in dealing with dangerous pupil behaviour
- Investigate and action Significant Behaviour incidents, updating monitoring systems
- Ensure appropriate and proportionate use of sanctions
- Work closely with parents/carers of children displaying challenging behaviour
- Review the Behaviour Policy on a termly basis

- Ensure all teaching staff and lunchtime supervisors are provided with high quality CPD to support with behaviour management

3.3 Assistant Head Teachers

Assistant Head Teachers are expected to:

- Support the Headteacher to ensure the promotion of the school mission statement, the St Francis Way and Gospel Values
- Assist with monitoring that the Behaviour Policy is being implemented and consistently applied by all staff members
- Implement the Behaviour Policy, reinforcing the need for consistency throughout school
- Be a positive role model
- Support staff in dealing with difficult pupil behaviour
- Investigate and action Significant Behaviour where necessary

3.4 Teaching Staff

Teaching staff are expected to:

- Promote the school mission statement, the St Francis Way and Gospel Values.
- Refer to the character strengths and Catholic Virtues
- Explicitly teach the school rules and routines to the children
- Provide the children with a rich and challenging curriculum
- Provide a well-organised classroom environment which will encourage and support positive behaviour
- Ensure that they are always present to supervise the children in the classroom
- Use praise and positive reinforcement as the primary technique for encouraging good behaviour
- Use appropriate tone, language and volume to model good behaviour to the children
- Be consistent in response to infringement of the school rules
- Award rewards, such as house points and certificates for exceptional behaviour and work
- Monitor behaviour in their classes and contact parents where there is a pattern of poor behaviour, either in the classroom or during playtimes and lunchtimes.
- Use the yellow/red card warning system consistently for misbehaviour
- Work closely with Lunchtime Supervisors to promote good behaviour over lunchtime
- Work in partnership with the SLT to create Individual Behaviour Plans for pupils who need additional support with behaviour
- Record all Significant Behaviour incidents using the school system and inform a member of SLT

- Build strong links with parents, communicating successes as well as concerning behaviour in a timely manner

3.5 All Staff

All staff and volunteers will be expected to:

- Promote the school mission statement, the St Francis Way and Gospel Values.
- Refer to the Catholic Virtues
- Be positive role models
- Be proactive and use a range of strategies which limit misbehaviour and confrontation
- Be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied.

3.6 Lunchtime Support Staff

Lunchtime staff are expected to:

- Promote the school mission statement, the St Francis Way and Gospel Values.
- Refer to the character strengths and Catholic Virtues
- Be positive role models
- Be proactive and use a range of strategies which limit misbehaviour and confrontation
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- Meet and Greet children as they enter the dining hall/classroom
- Use the children's names when addressing them
- Smile and say something positive to the children on a regular basis
- Think positively and identify good behaviour
- Narrate the positive: verbally praise children going above and beyond to promote good behaviour for all children
- Encourage the children to be active and facilitate fun games and activities on the playground
- Use House Points and lunchtime award stickers to reward children who go above and beyond playground/dining hall expectations
- Write a certificate for a lunchtime award each week the names of children who have gone above and beyond expectations to receive a lunchtime star of the week award
- Ensure the children use Fantastic Walking when moving around school
- Insisting the children line up quietly and back into school silently
- Communicate behavioural successes and concerns with the child's class teacher

- Use the yellow/red card warning system consistently for unexpected and significant behaviour incidents. Report all Significant Behaviour to a member of SLT and record this as a Significant Behaviour incident using the school's system.

3.6 Parents / Carers

Parents / Carers are expected and supported to take responsibility for the behaviour of their child both inside and outside of school. The school will encourage parents/ carers to work in partnership with the school to assist in maintaining the desired standards of behaviour and attendance. The school expects parents to support their child's academic, social, personal, emotional and spiritual development by:

- Supporting the school in line with the Home School Agreement
- Sending their child to school each day punctually suitably clothed, equipped and ready to learn.
- Ensuring their child is completing homework set on time.
- Contacting the school with any information which may affect the behaviour of their child.
- Support their child's academic achievement by attending Parents' Evenings
- Supporting the School's policies and guidelines for behaviour, uniform, mobile phone, ICT usage and school discipline
- Working with the school to support their child's positive behaviour.
- In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from school and to attend a reintegration meeting at the school with their child.

3.7 Pupils

Pupils will:

- Promote the school mission statement, the St Francis Way and Gospel Values. Live out the school mission statement, the St Francis Way and Gospel Values.
- Follow the Whole School Rules, routines and expectations
- Accept responsibility for their actions and their impact on others
- Work co-operatively
- Accept sanctions and be willing to be reflective, with a view to making good choices in the future

4. Our School Rules

Our school rules centre around 3 key expected behaviours, which encompass the way in which we treat one another, our school environment and the wider community. We have linked these to the Catholic Virtues and Gospel Values

Be Ready - Ambition, Faith, Confidence

- Children arrive punctually to school
- Children are always in the correct uniform
- Children are ready to learn and do our best with the correct equipment, reading book and PE kit in school

Be Respectful - Respect, Inclusivity, Service

- Treat everyone following the 'Golden Rule'
- Respect our school environment
- Look after and respect our world

Be Safe - Nurture, Service

- Move around the school in a safe manner – following Fantastic Walking
- Kind hands and feet
- Use all equipment safely

5. Restorative Practice

Staff will always focus on dealing with behaviour incidents and conflict in a restorative way. This approach encourages children to consider how their behaviour affects other pupils and staff and is underpinned by our Catholic Virtues, fostering honesty, responsibility and respect. If a pupil has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong, they will be asked to put things right and change their behaviour, so it does not happen again.

6. Supporting pupils with self-regulation and taking responsibility for their behaviour

Pupils must be enabled to take responsibility for the choices they make in their behaviours.

Being Whole

We teach children that we all have a full range of emotions. It is impossible to feel happy all of the time. Expecting to feel happy all the time is not healthy. Feeling 'happy' is one emotion. We have many positive and negative emotions. All of our feelings make us whole.





Emotions are what we feel on the inside; behaviour is how we act on the outside. All feelings are okay, but not all behaviours are okay.

The Zones of Regulation

We have used research evidence from psychologists and trauma-informed practice professionals to develop an approach to understanding emotions and self-regulation that is mentally healthy and promotes children's resilience. There are four zones included in the Zones of Regulation and each zone has its own colour.

The Zones of Regulation poster must be displayed in each classroom. Staff should direct children to use this resource when necessary to identify which zone they are in and to help themselves get back to the green zone.

The ZONES of Regulation

			
Blue Zone bored tired unwell shy deflated	Green Zone focussed calm proud relaxed	Yellow Zone worried frustrated silly excited scared	Red Zone angry terrified ecstatic panicked overjoyed

7. Classroom Expectations and Routines

Classroom routines and expectations will be embedded at the beginning of the school year and will be refreshed at various points so that children know the routines and are clear on the expectations. These include:

- Greeting the teacher politely at the classroom door
- Being ready, respectful and safe, always
- Following the St Francis Way
- Showing positive learning behaviours such as Super Sitting- Sit up straight, Hands and Feet Still, Eyes Looking
- Cold- calling is used as a routine for whole class questioning
- Raising hands when wanting to contribute to a discussion/make a comment to the whole class

- Speaking audibly in full sentences when making contributions to class discussion - SHAPE
- Looking after our equipment and keeping the classroom tidy

8. Corridor Expectations and Routines

- When moving around the school as a whole class, children will line up in single file and will be asked to move around the school quietly and use 'fantastic walking'.
- 'Fantastic walking' is to move around in single file, hands by your sides, heads facing forwards and use an indoor voice
- Being ready, respectful and safe, always
- Adults will use positive reinforcement and reminders, in the first instance and generally with the class, to encourage children to use fantastic walking
- Be respectful and safe when using the cloakrooms and lockers
- Use an indoor voice in the cloakrooms

9. Playground Expectations

Lunchtime staff have had 'happy lunchtimes' training. This approach gives children and staff a clear structure for positive behaviour during lunchtimes by providing focussed and varied play opportunities and meaningful social interactions.

- Children will walk to and from the playground or play areas using 'fantastic walking'
- Children must follow the school rules and be ready, respectful and safe to adults, towards one another and towards the playground space and equipment
- Litter must be placed in the outdoor bins or compost piles
- Children are expected to line up quickly and quietly- children stop at the first whistle and line up on the second whistle

10. Dining Hall Expectations

At St Francis, we see lunchtime as an important time for children to enjoy a nutritious meal, socialise with their friends and relax after the morning's work. Children are expected to:

- Follow the school rules and be ready, respectful and safe
- Use good hand hygiene and wash their hands/sanitise before eating their meal
- Line up sensibly and talk at a low volume whilst waiting to be served
- Be polite and show good manners to all lunchtime staff
- Use good table manners: eating with a knife and fork when eating a cooked school meal; close their mouth whilst chewing; keep food on their plate/in their lunchbox
- Only touch their own food and respect others' personal space

- Use fantastic walking in the dinner hall and when walking to/from the hall and to/from the playground.

11. Classifying Misbehaviour

We have classified misbehaviour into 2 categories, unexpected and significant:

Unexpected- after a reminder- yellow card	Minor misbehaviour in corridors or around school Dishevelled uniform (untucked shirt) Untidy written work Shouting out in class Swinging on their chair Disengagement in class/worship/assembly Distracting others Negatively impacting on the learning of other pupils Talking in class Failure to follow instructions Entering the school building needlessly at break/lunchtime Showing a lack of care for school property Not respecting other pupils' personal space Touching or pushing one another when lining up Rude or disrespectful behaviour – using unkind words Rough play leading to others being hurt Any unexpected behaviours which have been identified as such by the class teacher. Disruptive behaviour in assembly
Significant- red card	Persistently engaging in the above behaviour. Refusal to follow adult instructions Kicking/ throwing or hitting out (not directly at others) Swearing (non-aggressive) Damaging school property or property of others Being dishonest Absconding from the classroom. Targeted hitting/hurting of other children Verbally aggressive behaviour towards children or staff Any behaviour which is dangerous Stealing Spitting (on the floor or at others) Fighting Targeted hitting, pinching or kicking Throwing objects at a person Running out of class/away in public places Damaging or destroying school property Racist, sexist, homophobic or discriminatory behaviour Aggressive swearing (directed at another person) Any form of bullying

	<p>Sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexual comments, sexual jokes or taunting including online sexual harassment Sexual violence, such as rape, sexual assault (intentional sexual touching without consent)</p> <p>Possession of any prohibited items: These are:</p> <ul style="list-style-type: none"> • Knives or weapons • Alcohol • Stolen items • Illegal drugs • Tobacco, cigarette papers and e-cigarettes • Fireworks • Pornographic images • Electronic devices with a camera • Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the pupil)
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12. Rewards:

The emphasis at St Francis should always be on positive encouragement. There will a range of rewards which are used by staff:

Quiet words of encouragement

Praise in class

House Points, displayed on a whole class chart. (Points linked to Catholic Virtues)-20 house points receives a certificate which will be handed out in Friday celebration assembly

Badges

Stickers

Housepoint display in each classroom

Mission statement certificate

Star writer certificate

Special commendations

Phone call home from teacher

Post card home from HT

Reading challenge reward

Lunchtime certificates

Lunchtime coloured balls- added to Housepoint total

Prefect certificates

13. Sanctions:

The primary responsibility of all staff is to deal with problems themselves, in a way that maintains the dignity of all involved. Consequences will seek to restore and repair relationships and support the child in demonstrating consistently good behaviour. Every consequence will be based on the level of risk to the child and/or others.

When dealing with behaviour incidents staff adhere to the following principles:

- Feedback to be given immediately after the poor behaviour, causing the least possible disruption to the learning of other pupils
- Feedback to criticise the behaviour and not the child
- Feedback should be delivered in a calm and professional manner
- Feedback should include WHY the behaviour was unacceptable, the Whole School Rule that was broken and WHAT improvements the teacher, TA or MSA requires from the child.
- Sanctions should be proportionate to the behaviour

Tiered sanctions allow teaching staff and lunchtime supervisors to remind children of the high expectations we have of behaviour and give children the opportunity to take responsibility for the choices they make and move forward.

For many children the Reminder and warning is enough to encourage them to do this.

However, at times, when children may be exhibiting a range of unexpected or significant behaviours it may be necessary to give additional warnings and sanctions. Adults in school are proactive and will always aim to limit situations where children lose focus or engage in disruptive behaviour. Before a verbal warning is given, staff will use non-verbal cues such as eye contact, body language, hand signals or general reminders about expectations to the whole class. If a child continues to exhibit unexpected behaviours, adults will respond calmly following the scripted intervention set out below.

Sanction	Script
Reminder	A verbal reminder of the rules _____ that is an unexpected behaviour. You are breaking the school rule of being ready. This is your reminder.
Yellow Card	Issue a yellow card and explain that this is because the child has chosen not to follow the rules after a reminder. You have been reminded of the rules and expectations and have chosen to not follow them. You have now received a yellow card and I will need to speak to you at break time/lunch time/at the end of the day.
Red Card	Explain that they have continued to choose not to follow the rules or have shown a significant behaviour and as a consequence they have received a Red Card. This means that they will now need to spend the full breaktime or lunchtime reflecting on their choices on the desk in Mrs Brown's office. Red card's will immediately be issued for any significant misbehaviour.

	<p>“ _____, you are continuing to break the school rule of being safe and have now received a RED CARD. You will now spend your breaktime thinking about the choices you have made in Mrs Brown’s room.”</p> <p>“ _____, you have broken the school rule of being safe by hurting another child deliberately. You will now spend your breaktime reflecting on this in Mrs Brown’s room.</p>
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Repeated significant incidents will result in a meeting between parents and SLT to determine next steps such as an individual behaviour plan or weekly behaviour log.

The Head Teacher may consider a suspension or permanent exclusion. Please see the Suspension and Exclusion Policy.

14. Serious Sanctions

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive to their learning or others
- 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 senior leader. 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 appropriate and safe to do so.

The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents will be informed on the same day that their child is removed from the classroom.

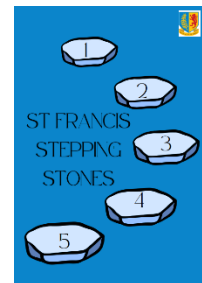
The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as: formulate an individual behaviour plan and a personalised behaviour chart. Where necessary, external advice and support will be sought from specialist teachers, the CMAT educational psychologist and others. Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal.

15. Additional Support for Persistent Challenging Behaviour

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. We use the 'stepping stones system' to cater for the needs of those who find expected behaviours challenging.

St Francis Stepping Stones

The stepping stones system has been developed in consultation with educational experts from Oakfield Short Stay School and implementation of this system will be following consultation with parents and the formulation of a personalised behaviour plan. The aim of the stepping stones system is to allow a child to be successful in the school day to build self-esteem and break down the challenges that the child faces into small, manageable and achievable steps.



The stepping stones system is a rewards-based system that children work towards receiving stones and each stone represents a stone reward, these rewards are earned and not taken away.

For each stone earned, the stone reward appeal increases. There are five stones to be earned within a set time before 'success time' occurs. The allocated success time stays the same each day to ensure consistency and to eliminate confusing for the child, who already finds the school day a challenge. Providing at least one stone is earned, the child receives their success time and carries out the reward based upon how many stones have been earned. Depending on the child, success time may occur more than once a day.




Once the stones have been earned for completion of a task or expectation this cannot be removed from the child. The fifth stone and 'best' stone to be earned is always associated with expected behaviours, the child must show expected behaviours in the time allocated to earn the stone and to earn the fifth stone.

The stone rewards can be changed if a child is losing interest or their interests have changed, to maximise the effect of the system.

Setting up the stepping stones system:

- Identify the need – what is it that the child is struggling to complete (coming into school calmly, completing academic tasks, lining up on the playground)?
- Communicate this need with parents and agree implementation of the system
- Break down the school day into manageable steps for the child to be successful (this may be 5 steps within a school day or 5 steps before playtime).
- Alongside the child identify expected, unexpected and significant behaviours.
- Identify scaled rewards that the child would like to receive 1 being a small reward and 5 being the best reward for them.
- Be consistent!
- Communicate with the child if there are changes to the school day (a change of adult, change of success time, location of success time)
- If a child is struggling to earn a stone, use reminders of expected behaviours and the stars they could earn to encourage the child before deciding the stone has not been achieved.
- Move onto the next piece if they have not earned the previous piece, we want the child to be successful and earn as many stones as possible.
- Be encouraging and use praise when the child receives each stone.
- Communicate regularly with parents about the success of the system. Note. Home communication books will not be put into place to log daily behaviour. Significant incidents will be communicated with parents alongside significant successes. This will be face to face or via class dojo.

A graduated approach will be taken to move children off the stepping stones system.

Success Time am and pm	4+ times per week / x3 weeks
	
Success Time pm	4+ times a week / x3 weeks
	
Nurture afternoon on Friday	X3
	
Graduate Stepping Stones	

Over the half term bank 10 success times that week to join in half termly class reward.

16. Bullying

1. Bullying is defined as the repetitive harming of one person or group by another person or group, this includes cyber-bullying, prejudice-based and discriminatory bullying. It is deliberately hurtful and repeated, over a period of time. Details of our school's approach to prevention and addressing bullying are set out in our Anti-Bullying Policy.
2. A prejudice-related incident is defined as A prejudice related incident, which is defined as, 'any incident which is perceived to be prejudice-related by the victim or any other person. There is a cross-over between prejudice related incidents and bullying, but they are also distinct: not all incidents of bullying will be prejudice-related incidents and not all prejudiced-related incidents will involve bullying. All prejudice-related incidents will be treated seriously by the school.

1. Bullying behaviour:

·We recognise that anyone can display bullying behaviour or a be target in a bullying episode and that bullying can take many forms. Bullying is classed as a serious behaviour because it is persistent and can have a very detrimental impact on the target.

Bullying can be related to:

- ·Race, religion or culture.
- ·Sexual orientation or perceived orientation (homophobic/biphobic)
- ·Gender identity or of a sexual or sexist nature (including transphobic)
- ·Disability or SEN.
- · Appearance or health.
- · Family circumstances.
- · Academic or sporting ability.

Bullying can include:

- Physical: hitting, kicking, stealing or hiding belongings, sexual assault
- Verbal or written: name calling, insulting, offensive remarks, taunting, mocking, threatening language, producing offensive graffiti.
- Indirect/emotional: spreading nasty stories, excluding from groups, forced joining of groups, graffiti, defacing property, displaying literature.
- Cyber-bullying: offensive or abusive text or email messages, sending offensive or degrading images by phone, email or via the internet.
- Bullying outside school:
- The Head teacher has the power to respond to bullying behaviour involving pupils whilst out of school; be it on a school trip, school activity or in the community. Conduct that threatens the health and safety of pupils, staff or members of the community will not be tolerated.

2.Prejudice-related incidents:

A prejudice related incident, which is defined as, 'any incident which is perceived to be prejudice-related by the victim or any other person. There is a cross-over between prejudice related incidents and bullying, but they are also distinct: not all incidents of bullying will be prejudice-related incidents and not all prejudiced-related incidents will involve bullying. All prejudice-related incidents will be treated seriously by the school.

The most common prejudice-related incidents take the form of:

- Prejudicial language
- Ridicule and jokes
- Verbal abuse
- Physical assault
- Graffiti or damage to property
- Discriminatory behaviour e.g. refusing to work with a pupil because of their religion
- Incitement to behave in a prejudicial manner e.g. wearing racist badges, recruiting to racist organisations, bringing in homophobic literature.
- Cyber bullying

The Head Teacher will consider the evidence available and if the claim is proven will impose sanctions in line with the school's general behaviour policy. In serious cases where an offence may have been committed, the Head teacher may contact the local police.

Signs to look out for:

Staff:

- A change in the pattern of behaviour
- Withdrawn, temper tantrums etc.
- Fall in quality of school work
- Fall in concentration
- Increased absences
- Wanting to stay with an adult or inside all break time

Parents/Carers:

If you suspect your child is being bullied, talk to them and reassure them of your support. Alert the school.

Things to look out for:

- - Does not want to travel to and from school using their normal method
- - Wants to be accompanied to school

- - Increased absenteeism/ill health
- - Damaged or missing property
- - Changes to eating pattern
- - Reduction in confidence
- - Asks for extra money.
- - Stealing - Crying.
- - Bed-wetting.
- - Nightmares
- - Bullies others in and around the family
- - Withdrawn, doesn't want to talk

Reporting Bullying or prejudice-related incidents

Staff:

- - Watch out for the signs
- - Listen carefully
- - Record all incidents
- - Put the school's procedures into operation
- - Ensure that the bully and their parents are made aware of the unacceptable nature of their behaviour and consequences of any repetition

Parents/Carers:

- - Report any suspected incidents of bullying or prejudice-related incidents to a teacher/ support staff/ Head Teacher.

Our Community:

- · Monitors and reviews our anti-bullying policy and practice on a regular basis.
- · Supports staff to promote positive relationships to help prevent bullying.
- · Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND.
- Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required. ·
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly. · Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- · Requires all members of the community to work with the school to uphold the anti-bullying policy.
- · Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- · Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy · Utilises support from the CMAT and other relevant organisations when appropriate.

Responding to bullying:

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern. The incident will be reported on CPOMS under 'bullying'
- The school will provide appropriate support for the person being bullied—making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate. The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools.
- Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.

Recording of incidents

- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken. All recording will be done in CPOMS.

Responding to Prejudice-related incidents

Prejudice related incidents will be taken seriously and dealt with by a member of the SLT.

- The issue will be investigated and all parties will be interviewed
- Incidents will be recorded in CPOMS under the category 'prejudice-related incident'.
- Once investigated, intent will be identified and recorded using the following scale
 - 1) No offence was intended or taken
 - 2) Hurt or distress was caused, but the offending behaviour is unlikely to be repeated

3) Hurt or distress was caused, and the pupil(s) responsible had previously been warned that their behaviour was unacceptable.

4) Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated

- Support will be provided to the target of the incident
- There will be a focus on the behaviour, so that the perpetrator knows that the behaviour is not acceptable
- Witnesses to the incident will also be reminded that this behaviour is not acceptable and contrary to the school ethos
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- Relevant teaching points will be identified and built into the whole school curriculum which may include assemblies and RSE sessions

Prevention

As a caring Catholic community we will:

- · Create and support an inclusive environment which promotes a culture of respect, consideration and care for others, which will be upheld by all
- · Use Religious Education, Personal Social and Health Education and Relationships and Sex Education sessions to discuss differences between people that could motivate bullying · Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others
- · Educate the children about how to use technology, especially mobile phones and social media, positively and responsibly
- · Celebrate success and achievements to promote and build a positive school ethos · We will endeavour to provide an interesting/stimulating environment

Training

The school community will:

- · Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- · Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, House Families, etc.
- · Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition · Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week

- · Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem- this will include our work on Character strengths and Catholic Virtues Involvement of pupils
- · We will: Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying
- · Regularly canvas children and young people's views on the extent and nature of bullying. · Ensure that all pupils know how to express worries and anxieties about bullying.
- · Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- · Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum. · Utilise pupil voice in providing pupil led education and support
- · Publicise the details of internal support, as well as external helplines and websites.
- · Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

Involvement and liaison with parents and carers

We will:

- · Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- · Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website · Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- · Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- · Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- · Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php PSHE Association: www.pshe-association.org.uk Restorative Justice
- Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk

- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk Young Carers: www.youngcarers.net

17. Reasonable Force

Reasonable Force Reasonable force covers a range of interventions that involve physical contact with pupils. In some circumstances, fully trained staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property
- Causing disorder
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort by staff who have been trained (use of diversion, diffusion, negotiation should be tried first)
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be applied in a way that maintains the safety and dignity of all concerned
- Never used as a form of punishment
- Be recorded by the staff member involved and reported to parents
- The Physical Restraint incidents will be logged on CPOMS and monitored to support staff in learning from experiences and to determine the needs of the child.
- Training in physical intervention methods that are acceptable within the setting are available and teachers and support staff will be encouraged to take up such opportunities. This training will be provided by the LA Behaviour Support Team and the LRTSH.

18. Confiscation

Any item which is inappropriate or unnecessary in a school environment found in a pupil's possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Prohibited items include:

- Knives or weapons

- • Alcohol
- • Illegal drugs
- • Stolen items
- • Tobacco, cigarette papers or e-cigarettes
- • Fireworks
- • Pornographic images
- • Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

19. Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

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

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

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept. If the authorised member of staff considers a search to be necessary, but is 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. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

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

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

If they still refuse to co-operate, the member of staff will contact the headteacher, to try and determine why the pupil is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules. The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

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

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items 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:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 PACE Code C 2019 - GOV.UK (www.gov.uk) Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the

safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if 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, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult). The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others. One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult. No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their

views about the strip search and the events surrounding it. As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate. Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

20. Links to other policies

The behaviour policy links to the following school policies:

- Suspension and Exclusion Policy
- Safeguarding and Child Protection Policy
- Mobile Phone Policy
- Positive Handling Policy
- Staff Code of Conduct

21. Monitoring arrangements

The school records serious misbehaviour in a digital system which this year will transition to Arbor. This allows class teachers and the Senior Leadership Team to monitor behaviour in class. During lunchtimes and playtimes, incidents are recorded by members of staff on duty on a lunchtime incident sheet which is then passed to a member of SLT and the class teacher is informed. The SLT record serious behavioural incidents on CPOMS which is an online system. These are reviewed by the Head Teacher and Inclusion HLTA termly.

Classroom Management Techniques

Technique	Description
Meet and Greet	Teachers Meet and Greet the pupils at the classroom door at the start of the day, after morning breaktime and after lunch.
"Do Now" activity	Use a short warm-up activity at the start of each day which children can complete without instruction or direction. This enables the learning to start before teaching begins. "Review Now" follow-up Briefly recap the answers of the "Do Now" together as a class.
Super Sitting	Teach the pupils key baseline behaviours which help them to concentrate and focus: <ul style="list-style-type: none"> • Sit up • Hands and feet still • Eyes tracking the speaker
Engineer Efficiency	Teach pupils the simplest and fastest procedure for executing key classroom tasks, then practice so that executing that procedure becomes a routine.
Pastores Perch	Prevent non-productive behaviour by developing the ability to see it when it happens and subtly reminding students that you are looking. Position yourself in the corner of the classroom so that you are now able to see all learners simultaneously
Be Seen Looking	Show that you are monitoring the class closely by titling your head, scanning the room from left to right. Take a couple of minutes at the

	start of each lesson, once the children begin an activity, to show the students you are looking at them and that you care that they do what you have asked.
Least Invasive Intervention	<p>Maximise teaching time and minimise confrontation by using the subtlest and least invasive tactic possible to correct off-task pupils. All teachers pre-empt any off-task behaviour in lessons, so that 100% of pupils are on task for every task in every lesson. Teachers insist on one voice in the classroom for instructions, explanations and discussions. Teachers swiftly use the pre-emptive reminders to correct off-task behaviours: 1. Silent non-verbal: hand signal, eye contact, facial expression, shake head, sharp pause or clicking. 2. Unnamed: 'We're tracking. Just waiting for 100%. We need one person ... and 100%.' 3. Verbal named reminder: "I notice that you are shouting out, _____. You are breaking our school rule of being respectful. Please raise your hand and wait to be chosen, as this is being respectful. Thank you."</p>
Cold Calling	all on students to give verbal responses regardless of whether they have raised their hands. This ensures a high participation ratio, causing all pupils to be engaged and ready to answer. It also enables the teacher to assess all pupils and not just those who have raised their hand. Embed this technique in advance to ensure pupils know that your classroom has a culture of engaged accountability and that the Cold Call is always a possibility. Keep all Cold Call's positive.
No Opt Out	<p>Turn 'I don't' Know' into success by ensuring that pupils who won't try or can't answer practice getting it right. Format 1: The teacher provides the answer, the pupil repeats the answer Format 2: Another student provides the answer, the initial student repeats the answer Format 3: The teacher provides a cue, the pupil uses the cue to find the answer Format 4: Another pupil provides the cue, the initial pupil uses the cue to find the answer Right is Right When responding to answers in class, hold out for answers that are 'all-the-way-right'. Probe and encourage until the question posed have been answer in full and well. Eg. "Can you explain what you mean in more detail?" "Can you develop your answer further?"</p>

Stretch It	Reward right answers with harder questions. In addition to posing a challenge to a successful pupil, Stretch It can help you ensure the reliability of the correct answers when you make your follow-up question a "how" or "why" question. With consistency of application, Stretch It can help build a culture where pupils want, expect and relish a challenge, embracing a growth mindset.
Format matters	When responding to answers in class pupils should speak in full sentences that are grammatically correct and ensure all other pupils can hear them. (SHAPE - sentences, hands away from face, articulate, projection, eye contact)
Warm/Strict	Be both warm and strict at the same time to send a message of high expectations, care and respect. It is possible to be clear, consistent and firm while being positive, enthusiastic and thoughtful. This sends the message that having high expectations is part of caring for and respecting someone. This can be achieved by: <ul style="list-style-type: none"> • Explaining to students why you're doing what you are doing • Distinguishing between behaviour and people • Demonstrate that consequences are temporary • Warm non-verbal behaviour