



# **St Edmund's Catholic Primary School**

## **BEHAVIOUR POLICY**

### **SCHOOL MISSION STATEMENT**

### **...Through Christ We Learn...**

#### **Commitment to equality:**

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have adopted a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

**The member of staff responsible for this Policy is: Rebecca Marfo**

**The Governing Body designate responsible for this Policy is: Teaching & Learning Committee**

**This Behaviour Policy has been approved and adopted by the Governing Body on 25<sup>th</sup> March 2024.**

**This Policy will be reviewed in September 2025**

# Table of Contents

<b>INTRODUCTION</b>	<b>4</b>
<b>AIMS</b>	<b>4</b>
<b>EXPECTATIONS</b>	<b>5</b>
<b>STATUTORY FRAMEWORK AND OTHER GUIDANCE</b>	<b>6</b>
<b>POLICY IMPLEMENTATION: ROLES AND RESPONSIBILITIES</b>	<b>6</b>
<b>BEHAVIOUR EXPECTATIONS</b>	<b>8</b>
<b>BEHAVIOUR IN ASSEMBLY</b>	<b>8</b>
<b>BEHAVIOUR IN THE DINNER HALL</b>	<b>9</b>
<b>PROCEDURES FOR MANAGING BEHAVIOUR</b>	<b>12</b>
<b>CLASS DOJO</b>	<b>13</b>
EYFS AND KEY STAGE 1	13
KEY STAGE 2	13
HEAD TEACHER'S TEA PARTY!	13
SURPRISE TRIP!	13
<b>TRAFFIC LIGHTS EXPLAINED</b>	<b>15</b>
<b>PARENTAL INVOLVEMENT</b>	<b>17</b>
<b>REWARDS</b>	<b>17</b>
<b>LUNCHTIME TIME OUT</b>	<b>18</b>
<b>THE BEHAVIOUR POLICY BEYOND THE SCHOOL GATE</b>	<b>19</b>
<b>BULLYING</b>	<b>19</b>
WHAT IS BULLYING?	19
<b>USE OF REASONABLE FORCE</b>	<b>20</b>
WHY USE PHYSICAL INTERVENTION?	21
PROHIBITED ITEMS AND SEARCHES	21
SEARCHES WITHOUT CONSENT	22
<b>SEARCHES WITH CONSENT</b>	<b>23</b>
<b>EXTENT OF SEARCH</b>	<b>24</b>
<b>CONFISCATION OF ARTICLES</b>	<b>24</b>
<b>DRUGS</b>	<b>24</b>
<b>CONFISCATION OF DRUGS</b>	<b>25</b>
<b>USE OF MOBILE PHONES</b>	<b>25</b>
<b>USE OF SOCIAL MEDIA</b>	<b>25</b>
<b>ALLEGATIONS AGAINST STAFF</b>	<b>26</b>
MALICIOUS ACCUSATIONS AGAINST STAFF	26
<b>SPECIFIC BEHAVIOUR ISSUES</b>	<b>26</b>
CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT	26
BEHAVIOUR INCIDENTS ONLINE	26

<b>EXCLUSIONS: EXPLANATORY NOTES.....</b>	<b>27</b>
<b>LEGISLATION AND GUIDANCE.....</b>	<b>28</b>
<b>TYPES OF EXCLUSION .....</b>	<b>28</b>
SUSPENSION (A FIXED PERIOD OF EXCLUSION).....	28
PERMANENT EXCLUSION.....	28
<b>THE INVESTIGATION .....</b>	<b>29</b>
<b>EXECUTIVE HEAD'S DECISION .....</b>	<b>29</b>
<b>NOTIFICATION.....</b>	<b>29</b>
<b>ROLE OF THE LOCAL GOVERNING BODY.....</b>	<b>30</b>
<b>REFLECTION SHEETS.....</b>	<b>31</b>
<b>POSITIVE BEHAVIOUR IDEAS .....</b>	<b>33</b>
<b>BEHAVIOUR MANAGEMENT FLOWCHART .....</b>	<b>35</b>
<b>PHYSICAL RESTRAINT INCIDENT FORM .....</b>	<b>36</b>
<b>ANNEX A – RESTRAINT TECHNIQUES / POSITIONS USED .....</b>	<b>40</b>

## Introduction

St Edmund's is a community of resilient, respectful lifelong learners which offers a safe, supportive, and stimulating learning environment where every member of the community is encouraged to strive for excellence.

At St Edmund's, we are committed to providing all learners with high quality learning experiences that lead to consistently high level of student achievement and attitude.

This policy summarises our expectations and common working practices, which reflect the aims and objectives of the school and support its Vision Mission and Values.

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship-focused approach to positive behaviour management. This will allow the pupils of St Edmund's Primary School, to enjoy a calm, nurturing and caring environment which will support every child to be versatile, motivated, and caring people.

Please refer to Behaviour in Schools: Advice for Headteachers and School Staff (DFE, September 2022)

<https://www.gov.uk/guidance/governance-in-maintained-schools/statutory-policies-for-maintained-schools> for further information.

## Aims

- To provide a clear, fair, and consistent approach to behaviour based on nurturing principles and restorative practices.
- To promote high standards of behaviour and an atmosphere where all members of the school community feel valued.
- To foster, nurture and value strong and healthy relationships, recognizing these as lifelong skills.

- Ensure an environment in which the students feel safe, secure and respected, and in which effective learning can take place.
- To provide staff with tools to equip students with strategies to manage their behaviour and build positive relationships with others.
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To develop intercultural understanding by recognising and celebrating the ethnic, religious, cultural and linguistic diversity of our school community and prompting these aspects as positive features, foster equality of opportunity and a sense of fairness.
- To help students take control over their behaviour and be responsible for any subsequent consequences,
- To ensure that excellent behaviour is a minimum expectation for all.

## **Expectations**

There is nothing more important to us than pupil learning – there are no excuses or barriers to learning.

Pupils learn best in a safe secure environment, free from disruption.

We believe in early intervention: being pro-active rather than reactive. We believe that praise is the most powerful form of influencing children's behaviour.

We aim for all our pupils to leave us as mature young people, able to act and interact in all social settings in an excellent manner that reflects their core values of integrity and respect. We believe that they will be intrinsically motivated to do the right thing.

All children have the entitlement to learn in an environment that is free from disruption. Clear boundaries that are consistently enforced alongside a culture of

high expectations and excellent role modelling help in ensuring that all children understand the behaviours that are expected of them and most importantly why these behaviours will help them to be successful in their learning.

We have a responsibility to ensure that all children develop the ability to regulate their own behaviour. The over explanation of decision making, and expectations plays an important part in helping pupils understanding of why certain behaviours are expected and in turn help them to make positive decisions around their own conduct as we prepare them for life and learning.

Instilling and developing characteristics and values that will allow pupils to be successful learners and result in them leading a rewarding and fulfilling life, is very simply, the purpose of our behaviour systems.

In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs and how expected behaviour is taught. The school will also have regard to its safeguarding policy where appropriate.

## **Statutory Framework and other guidance**

The Behaviour Policy is written in line with the following areas of legislation and guidance:

Education Act 2002

Education and Inspection Act 2006 Equality Act 2010

Education Act 2011

Behaviour in Schools – DfE Guidance 2022

## **Policy Implementation: Roles and Responsibilities**

Pupils	Expected to take responsibility for their own behaviour and follow the School Behaviour expectations at all times.
--------	--

Parents	Work in partnership with the School to maintain excellent standards of behaviour and inform the School about any changes at home that could impact learning or behaviour in School.
All staff	Responsible for ensuring the policy is implemented in a fair and consistent manner. Act as role models in every interaction.
Member of SLT responsible for Behaviour	Responsible for training staff (including volunteers) in the implementation of the policy. Quality assuring the application of the policy in all areas of the School.  Tracking and monitoring rewards and consequences systems, and devising and implementing strategies to improve behaviour where required.
Headteacher	Responsible for the implementation and day-to-day management of the policy and procedures. Reports records of serious incidents to LGB on a termly basis.
Local Governing Body	Responsible for ensuring the Behaviour for Learning policy is in place, meets all statutory requirements, and is clearly communicated to all stakeholders. Governors will support the school with ensuring excellent standards of behaviour.

## Behaviour Expectations

We expect pupils to always act in SPIRIT, including when representing the school, travelling to and from school and communicating online.

**S**ervice  
**P**erseverance  
**I**ntegrity  
**R**espect  
**I**nclusivity  
**T**rust

AT OUR SCHOOL WE  
SHOW INTEGRITY.

Integrity

is doing the right thing,  
even when no one is  
watching.

## BEHAVIOUR IN ASSEMBLY

Assemblies are special times when the school comes together to celebrate achievement, to learn about bigger issues or to listen to guests who visit the school. It is important for us all to show respect by being polite and well-mannered at these special times. Children are expected to enter and leave the hall quietly. School staff will be with the pupils to make sure they are showing their best behaviour.

Our Monday gospel assemblies are an integral part of the Catholic life of the school during which children, staff and parents gather to celebrate the Word. As these assemblies are acts of collective worship, we expect all those in attendance to enter, participate respectfully and reverently.

Our Friday assembly is a chance for the school office staff, teaching assistants and teachers to celebrate good behaviour and curricular achievements using our **SPIRIT** values. Children are presented with a star award and publicly acknowledged for their efforts over the last week. Whilst these are celebratory gatherings, we maintain high expectations for the behaviour of all present.



## **BEHAVIOUR IN THE DINNER HALL**

We expect children to maintain good standards of behaviour in the dinner hall. Our kitchen staff and lunchtime supervisors can give children dojos for showing good manners and positive behaviour in the hall. Children are also expected to help out by clearing their own place. There are always three adults on duty at lunchtime and a member of the Senior Management Team is on hand where necessary.

Upper Key Stage 2 are nominated to serve as lunch time leaders, helping younger children and supporting transitions in and out of the playground for staggered lunch times. Our Year 3, 4 and 5 children can become Playground Pals and help to organise games for their peers and support with minor conflict resolution. We have a range of equipment that children are able to use at lunch time; our staff encourage the children to use it respectfully.

## **BEHAVIOUR AT LUNCHTIME AND IN THE PLAYGROUND**

In the playground, lunchtime supervisors give children dojos for showing positive behaviour. Aside from this, the lunch time supervisors pick a 'star of the week' to be presented in each Friday. Staff encourage children to share, play fairly and enjoy active time.

There will always be two adults on duty at playtime in each playground. One adult is always responsible for overseeing the cage area and children are only allowed to play football inside the cage area on their designated days.

Sanctions at lunchtime are similar to those in the classroom. Children are given a reminder about behaviour, a warning, then some time out to think about their behaviour. Any major issues with behaviour outside are dealt with by class teachers or senior leaders.

In the event of poor behaviour on the playground, the adults on duty will immediately inform a member of the Senior Management Team and record the incident on the school's information management system where it will be followed up as appropriate. The following will be recorded:

	<u>Behaviour</u>	<u>Appropriate Sanctions</u>	<u>Comments</u>
<b>Step 1 – Aggravations</b>	<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Getting out of seat / moving around classroom</li> <li>• Running in the school building</li> <li>• Not putting hand up to talk</li> <li>• Interrupting other pupils</li> <li>• Ignoring minor instructions</li> <li>• Silly noises/minor annoyances</li> <li>• Pushing in the line</li> <li>• Talking during silent work</li> <li>• Minor playground Incidents</li> </ul>	<ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Reminders</li> <li>• Verbal reprimand</li> <li>• Statement of inappropriate behaviour and consequences for repeating it</li> <li>• Change of seating</li> <li>• Use of in class behaviour system (e.g. moving to warning)</li> <li>• Tactically ignore</li> </ul>	<p>Not recorded</p> <p>No other staff members involved.</p> <p>LSA on duty deal with playground incidents</p> <p>After 2 repetitions within a small time frame then move to Step 2</p> <p>A verbal warning is given after first repetition; on second warning 2 dojo points will be deducted.</p>
	<p><b>A verbal warning to be given to the child; explain that if behavior persists, they will be moved to Step 2 and are at risk of receiving a White Letter.</b></p>		
<b>Step 2 – Less Serious</b>	<ul style="list-style-type: none"> <li>• Repeated Step 1 behaviour</li> <li>• Eating sweets in school</li> <li>• Refusal to work/unacceptable output</li> <li>• Deliberate disruption</li> <li>• Accidental damage through carelessness</li> <li>• Cheek, off hand comments</li> <li>• Minor challenge to authority</li> <li>• Minor, non-directed swearing</li> <li>• Spitting</li> <li>• Repeatedly annoying other children</li> <li>• Playground conflict (physical not targeted)</li> <li>• Being in a building unauthorised</li> </ul>	<ul style="list-style-type: none"> <li>• Separation from the rest of the class within classroom (time out in class)</li> <li>• Writing a letter of apology during break time (with class teacher)</li> <li>• 5 - 20 minutes lunchtime detentions to complete unfinished work/complete pupil behaviour reflection (with CT)</li> <li>• 5 minute playground time out</li> <li>• Repair/clean up of damage</li> </ul>	<p>LSA on duty to on duty deal with playground incidents</p> <p>Deduct 2 points on Class Dojo.</p> <p>Record on CPOMS.</p>
	<p><b>10 minutes in Calm Corner.</b></p> <p><b>If the child remains on Step 2 at the end of the day, a White Letter is issued.</b></p>		

<b>Step 3 – More Serious</b>	<ul style="list-style-type: none"> <li>Repeated Step 2 Behaviour</li> <li>Deliberately throwing small objects with intention of harming or breaking them.</li> <li>Harming someone with intent</li> <li>Damage to school/pupil property</li> <li>Leaving class without permission</li> <li>Repeated refusal to do set tasks</li> <li>Deliberate rudeness to adults</li> <li>Harmful/offensive name calling/directed swearing at another child or adult</li> <li>Bullying (including cyber bullying)</li> <li>Playground incident (targeted physical harm)</li> </ul>	<ul style="list-style-type: none"> <li>Informal contact with parents by class teacher</li> <li>Separation from the rest of the class within classroom (time out in buddy class)</li> <li>Lunchtime detention (thinking room) including the completion of behaviour reflection</li> <li>Behaviour chart/ 'On report' monitored by a senior member of staff and a copy sent home at end of week to parent</li> <li>Withdrawal from whole school events e.g. trips</li> </ul>	<p>Deduct 2 points on Class Dojo.</p> <p>Record on CPOMS.</p> <p>Child to be spoken to by a member of SMT/ Inclusion Lead/ AT/ HT.</p> <p>Parental contact recorded on CPOMS.</p>
	<p align="center"><b>20 Minutes Time Out at Lunchtime and child to complete a reflection sheet.</b></p> <p align="center"><b>If three Reflections sheets issued in a week; behaviour targets to be set by Behaviour Panel and a <b>Yellow Letter</b> is issued.</b></p>		
<b>Step 4 – Very Serious</b>	<ul style="list-style-type: none"> <li>Repeated Stage 3 Behaviour</li> <li>Repeatedly leaving the classroom without permission</li> <li>Fighting in the classroom</li> <li>Playground incident (repeated intentional physical harm)</li> <li>Throwing large dangerous objects</li> <li>Serious challenge to authority</li> <li>Verbal abuse/swearing to any staff or parent</li> <li>Bringing the school into disrepute e.g. on public transport, locality.</li> <li>Vandalism/graffiti</li> <li>Stealing</li> <li>Persistent or serious bullying including cyber bullying</li> <li>Racist/homophobic incidents</li> <li>Truancy</li> <li>Malicious or inappropriate use of new technologies (see also ICT policy)</li> </ul>	<ul style="list-style-type: none"> <li>Formal telephone call/contact/ letter/ meeting with parents by above.</li> <li>Possible recompense for damaged property from parent</li> <li>School 'community service'</li> <li>Behaviour chart/ 'On report' monitored by a senior member of staff copy sent home at end of week to parent</li> <li>Possible denial of technology access rights</li> <li>Break/Lunchtime detention (thinking room) including the completion of behaviour reflection</li> <li>Withdrawal from whole school events e.g. trips</li> <li>Suspension from site at lunchtimes</li> <li>Removal from classroom for an identified fixed period</li> <li>Possible suspension up to 15 days/Permanent exclusion</li> </ul>	<p>Requires immediate involvement of AT / HT</p> <p>Deduct 4 points on Class Dojo.</p> <p>Record on CPOMS.</p> <ul style="list-style-type: none"> <li>Parental contact recorded on red letter &amp; circulated</li> <li>SEN assessment</li> <li>Involvement of outside agencies e.g. CAMHs / EP</li> </ul>
<p align="center"><b>At Step 4, a <b>Red Letter</b> is issued immediately.</b></p>			

# Procedures for Managing Behaviour

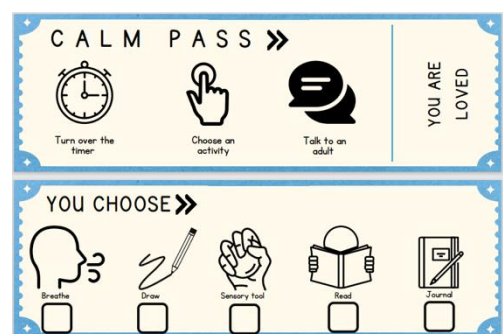
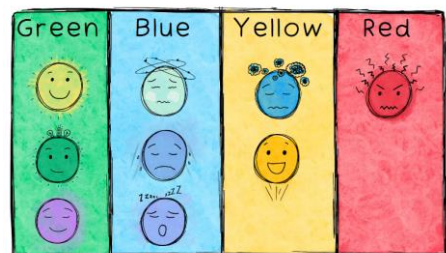
## Calm Area

Calm areas in classrooms are used to help children regulate their emotions and behaviour before situations escalate. These spaces provide a designated, safe environment where students can take a break to calm down, reflect, and regain control of their feelings. This approach allows children to manage anger, frustration, or anxiety constructively, reducing the likelihood of disruptive behaviour. By using calm areas, teachers can address issues

early, minimizing the need to send children out of the classroom, thereby maintaining a positive learning atmosphere and supporting the child's emotional development and self-regulation skills.



Which zone are you in?



## **CLASS DOJO**

The main system we use at St Edmund's is called 'Class Dojo' where children gain points for showing skills such as listening, team work, focus and trying their best. Parents are able to access their children's progress and what they have gained points for through an app they can use on their mobile devices. Dojos can be awarded to individual children or groups of children. Dojos can also be taken away, again by identifying specific behaviours.

### EYFS and Key Stage 1

Class Dojo points will be awarded daily, with a target of at least 10 Dojo points in the week. Children who receive the most dojos on each week will receive an entry ticket to the Head Teacher's tea during Friday assembly.

### Key Stage 2

Class Dojo points will be awarded daily, with a target of at least 20 Dojo points in the week. Children who receive the most dojos on each week will receive an entry ticket to the Head Teacher's tea during Friday assembly.

### Head Teacher's Tea Party!

At the end of the half term, the child who has the most dojo points will gain access to the Bouncy castle party at the end of term.

### Surprise Trip!

At the end of the term, the children who received the entry tickets, will celebrate their achievement by attending a trip to the cinema, trampoline park, theme park, etc.

However positive we are, there are going to be occasions when children forget the rules and need to be reminded. Managing behaviour is based on the 'Traffic Light' system/graduated approach and there is a clear process for addressing disappointing behaviour and it must be followed, with the actions taken by the class teacher recorded on CPOMS (school's tracking system). The expectation is that teachers will form good relationships with the children and that most behaviours will be dealt with at classroom level by setting clear boundaries and expectations and following the Traffic Light system if this does not work. CPOMS information will be analysed by the headteacher and monitored by SLT. If a child is in Time Out 3 times

in one half-term, or they receive 3 red cards in one half-term, they will be referred to behaviour panel.

Unfortunately, there will be occasions when a serious incident has to be 'Fast Tracked' to the Head teacher or SLT (see flowchart below). These incidents are divided into Grade 1 Incidents which should go straight to the Head (or Assistant Head if the Head is unavailable) and Grade 2 Incidents which should go to the SLT. If an incident is Fast Tracked, the adult fast tracking must ensure the member of SLT is aware why the child has been fast tracked and record this on CPOMS. For Grade 1 or 2 Incidents, parents will be informed and may result in more serious consequences such as exclusion (see below).

## Traffic Lights Explained

<p><b>Step 1</b></p> <p>First verbal warning or reminder. Child remains on green.</p>	
<p><b>Step 2</b></p> <p>Child continues to not listen and insists on disrupting learning.</p>	<p><b>Sanction</b></p> <p>10 minutes in Calm Corner in Class.</p>
<p><b>Step 3</b></p> <p>Child continues to be disruptive.</p>	<p><b>Sanction</b></p> <p>20 minutes Time Out at lunchtime (record on CPOMS).</p>
<p><b>Step 4</b></p> <p>Disruption continues and there is a lack of cooperation with adults.</p>	<p><b>Sanction</b></p> <p>Complete a reflection sheet in partner class (separate sheets for each key stage) – (see <b>appendix four</b>).</p>
<p><b>Step 5</b></p> <p>Child makes no effort to change behaviour pattern.</p>	<p><b>Sanction</b></p> <p>If a child has completed 3 reflection sheets in one half term, there must be a referral to the Behaviour Panel (see <b>appendix one</b>).</p>
<p><b>Step 6</b></p> <p>The SENCO has ruled out any learning needs, which may be contributing to the behaviour and the behaviour panel targets have not been successful in improving the behaviour.</p>	<p><b>Sanction</b></p> <p>Referral to the Head with the following: 3 reflection sheets signed by parents and evidence of behaviour panel referral &amp; targets.</p>

# Managing Behaviour & Fast Tracking Serious Incidents to the Head or SLT

Going for Gold

Going for Silver

Going for Bronze

Step One  
'Verbal warning'

Step Two  
'Time out in class'

Step Three  
'20 minutes Time Out  
at lunchtime'

Step Four

Reflection Time  
(Time Out)

Children and staff  
complete  
Reflection Sheet  
(in or out class –  
at teacher's  
discretion).

Parents to sign  
copy.

Behaviour targets  
to be set by  
SENCO/Inclusion  
Manager

SLT

## GRADE 1

### Headteacher

- Discriminatory Behaviour: Racially/Religiously Offensive/ Homophobic Language
- Fighting
- Threatening behaviour
- 'Open Defiance' e.g. "You can't make me".
- Theft – serious
- Deliberate Destruction of Property
- Bullying
- Assault
- Peer on Peer Abuse

## GRADE 2

### SLT

- Swearing (heard by an adult)
- Damaging property
- Graffiti
- Serious disruption of learning
- Dangerous play



## **Parental Involvement**

Continual and positive contact with parents is implicit to the successful implementation of this policy. Contact should emphasize positives to build effective relationships and connections. In cases where detailed and regular communication is required then the class teacher will ensure that the behaviour of the pupil in question will be carefully monitored in order that accurate and objective information can be conveyed to parents.

## **Rewards**

Pupils are recognised for their achievements in Star of the Week assembly. The focus of this recognition is learning related and will always link to our Learning Muscles. Those chosen will receive a special badge and attend the Head of School's tea party. In order for children to be chosen in assembly, the school has set a baseline that the children need to meet before they can be considered for selection. Children must have the following in place that week in order to be considered:

- Full school uniform
- No late mornings
- No absence
- No behaviour incidents

On other occasions, children will be rewarded when they go above and beyond what is expected from them. For example, if a child does an exceptional piece of home learning or displays impressive resilience, they can be sent to a member of SLT for recognition.

## **Lunchtime Time Out**

Where Time Outs are used, parents will be informed, however parental permission is not required. Staff, in making a decision to issue a Time Out, will consider:

- the welfare of the child

Our Time Outs happen during lunch time.

The permitted times for Time Out are:

- any school day when the pupil does not have permission to be absent

Lunch-time Time Out will allow a reasonable time for the child to eat, drink and use the toilet.

## **The Behaviour Policy beyond the school gate**

The behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school.

## **Bullying**

- Bullying is a form of anti-social behaviour that the School considers inappropriate and unacceptable in all its forms.
- Bullying is behaviour by an individual or group, repeated over time, that hurts another individual or group either physically or emotionally. It can take many forms, including:
- Bullying can be motivated by actual differences or perceived differences.

What is bullying?

- cyber-bullying via text messages or the internet
- prejudice-based bullying against groups, for example, on grounds of special educational
- need, race, gender, religion and belief, sexual orientation, disability.
- Physical e.g. punching, kicking, hitting, spitting at another person
- Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse
- Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a

- person from discussions/activities
- Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings. Physical or verbal threats might be used to force the person to hand over their property
- Face-to-face or remote e.g. via the internet or text
- By someone known to the recipient or an unknown protagonist e.g. an anonymous email
- Cyber-bullying e.g. communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate.

## **Bullying will not be tolerated at St Edmund's.**

### **Use of Reasonable Force**

The school will follow the Department of Education advice '[Use of Reasonable Force - advice for school leaders, staff and governing bodies](#)'.

It enables teachers and other members of staff in the school, authorised by the Executive Head, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- causing personal injury to, or damage to the property of, any person (including the pupil
- himself); or
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at
- the school or amongst its pupils, whether during a teaching session or otherwise.

*What Does it Mean to use Physical Intervention on a Child?*

Physical intervention is the positive application of force with the intention of protecting the child from harming herself/himself or others or seriously damaging property. The proper use of physical intervention requires skill and judgement, as well as knowledge of non-harmful methods of intervening.

#### Why Use Physical Intervention?

Physical intervention should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm himself/herself or others. Physical intervention skilfully applied may be eased by degrees as the child calms down in response to the physical contact. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

Any Physical Intervention will be recorded on the Physical Intervention Incident Report Form.

#### Prohibited Items and Searches

It is extremely rare, but it may also be necessary to undertake a search of a pupil's possessions to check for prohibited items.

*Schools have the statutory power to undertake a search of a pupil or their possessions if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's [Behaviour and Discipline in Schools Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#).*

Only the Executive Head or a member of school staff authorised by the Executive Head, can undertake the search of a pupil and there must be a witness (also a staff member).

The exception to this rule where a search can be carried out on a pupil of the opposite sex and / or without a witness will only occur where the Head of School or member of the leadership team reasonably believes that there is a risk that serious harm will be caused to

the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions will be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation.

Any such searches will be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

The school should inform the pupil's parents of a search conducted after the event, particularly where alcohol, drugs or potentially harmful substances have been found as a result of the search. The

parent's prior consent to undertake a search is not required.

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

### Searches Without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks

- pornographic images
- mobile phones
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - i) to commit an offence,
  - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Physical resistance by a pupil to a search for those latter items can itself be subject to behavioural consequences.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Head may carry out searches without consent.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

## **Searches with Consent**

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

## **Extent of Search**

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

## **Confiscation of Articles**

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from students:

The school will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies'

(<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

## **Drugs**

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances, and legal highs. The school should make this broad definition clear.



Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The consequence is likely to include permanent or fixed term exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances lead to exclusion which may be permanent. This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

## **Confiscation of Drugs**

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia will be disposed of in a prudent manner.

## **Use of Mobile Phones**

The use of mobile phones by pupils is prohibited during the school day, in line with the school's Mobile Phone in School Policy and as outlined in the DfE guidance *Mobile Phones in School (February 2024)*, to support a focused and respectful learning environment. For further details, please refer to the Mobile Phones Policy.

## **Use of social media**

In using social media relates to all forms of social media and that they apply to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

Examples of prohibited use,

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties

- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

All incidents of prohibited use of social media should be reported to the class teacher or a member of the school leadership team.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

## **Allegations against staff**

### Malicious accusations against staff

Schools have the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals. This will be in line with the behaviour flow chart.

## **Specific behaviour issues**

### Child-on-child sexual violence and sexual harassment

In every aspect of the school's culture sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. All staff know the importance of challenging all inappropriate language and behaviour between pupils.

### Behaviour incidents online

This policy applies to all activity online including all forms of social media and to online activity for both school purposes and personal use that may affect the school, pupils or staff in any way.

For example:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

If a pupil commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and everyone should be treated with kindness, respect and dignity.

Where an incident involves nudes or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

## **Exclusions: explanatory notes**

To ensure good order and behaviour for learning it may be necessary to suspend students from attending school or to permanently exclude them. Any form of exclusion is the ultimate sanction. The decision to exclude is the Head's alone or in his/her absence, the designated teacher in charge.

## Legislation and Guidance

Note that in applying this policy, the school will adhere to current legislation, including the Equality Act 2010. Acknowledge that the school is obliged to have regard to the DfE guidance on exclusions. Section 1 makes specific reference to the Equalities Act. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by **unfairly increasing their risk of exclusion**. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Headteacher and governing body will comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.

The exclusion policy relates to behaviour not only in school but also to behaviour out of school: for example travelling to and from school; on school trips; etc

### Types of Exclusion

Suspension (a fixed period of exclusion)

A suspension may apply for a single occurrence of serious misconduct or for persistent misbehaviour. Lunchtime exclusion is equivalent to a half day exclusion.

If there is repeated use of suspension for children with an EHCP, the school will ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues / specialists such as an educational psychologist, speech and language therapist, literacy specialist etc.

Permanent exclusion

Permanent exclusion will normally be used as a last resort in response to serious or persistent breaches of the school's behaviour policy. It may, however, be an appropriate sanction for a single incident of extreme misconduct.

## **The Investigation**

Any investigation will be conducted in accordance with DfE guidance so as to be fair. Each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence;
- The likelihood of re-occurrence;
- The pupils previous behavioural record;
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment);
- Support provided;
- Consider the school behaviour policy, special educational needs policy and equality law obligations.

## **Executive Head's Decision**

The decision to exclude will be made by the Executive Head after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## **Notification**

Once a decision to exclude has been made, parents to be contacted at the earliest possible opportunity, by telephone if possible. The exclusion to be confirmed (without delay) by a letter signed by the Executive Head, or designated teacher in charge.

## **Role of the Local Governing Body**

Role and responsibilities of the Governing Body in the exclusion process including:

- the duty to consider the representations of the parents and how.
- that the Governing Body can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified)
- that the decision of the Governing Body will be given in writing and without delay and will give the reasons for the decision.

# Reflection Sheets



## St Edmund's Catholic Primary School

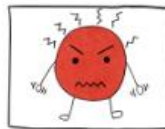
### EYFS & KS1 REFLECTION SHEET

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

Class: \_\_\_\_\_ Date: \_\_\_\_\_

#### What happened?

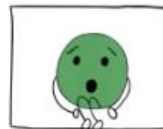
#### How were you feeling?



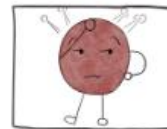
Angry



Confused



Scared



Annoyed

#### Which school value did you not follow?



Service



Perseverance



Integrity



Respect

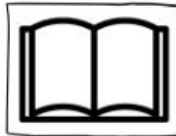


Inclusivity

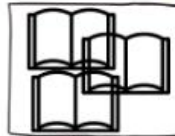


Trust

#### What was the impact of your choice?



I stopped myself from learning



I stopped others from learning



I feel sad

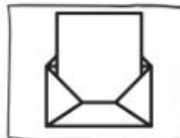


I have made others feel sad

#### How can you make it right?



Say Sorry



Write a sorry letter



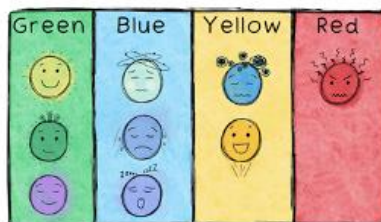
Complete my work



I have an idea

#### Which zone are you in now?

(tick one)





# St Edmund's Catholic Primary School

## KS2 REFLECTION SHEET

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

Class: \_\_\_\_\_ Date: \_\_\_\_\_

Write in detail what you did wrong:

---

---

---

---

---

---

---

---

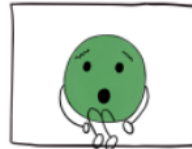
How were you feeling?



Angry



Confused



Scared



Annoyed

Which school value did you not follow?

---

What was the impact of your choice?

---

---

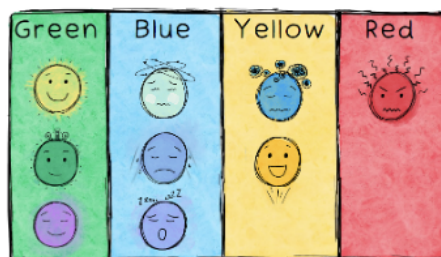
How can you make it right?

---

---

Which zone are you in now?

(tick one)





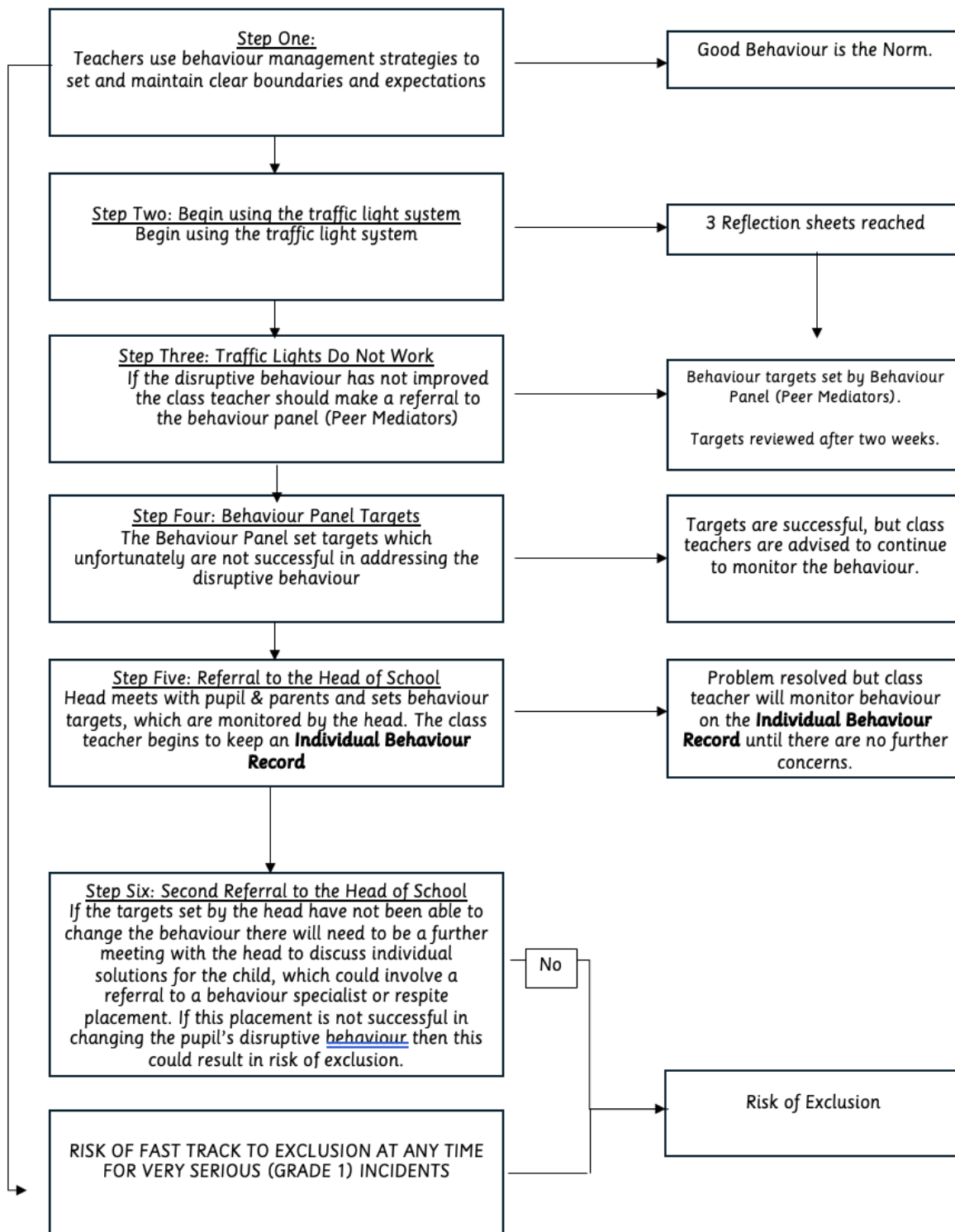
## Positive Behaviour Ideas

<b>Thank you not please</b>	Concluding your statement with a 'thank- you' closes the dialogue.
<b>Catch them being good</b>	Focus first on pupils who are being compliant, 'I really like the way you are sitting.'
<b>Physical presence</b>	Stand near the pupil and they will usually stop misbehaving.
<b>One to One</b>	Approach child from the side or front and whisper, 'you're doing really well today John, now try and sit up straight.'
<b>Use of body language (Non-verbal communication)</b>	A glance, a stare, a point, a gesture to communicate your desired intention for their behaviour.
<b>Diversion</b>	'You alright there Jack? Come down off the roof thank you.'
<b>Re-focus</b>	'Adam, what should you be doing?'
<b>Use of models</b>	'Do you notice how well the rest of the group put their hands up? Can you do the same thank you?'
<b>Personalisation</b>	'I like you, but four times now you have been fiddling with your pencil case.'
<b>Rule reminders</b>	'Tom, what's our rule about talking when I am talking? (Answer comes from Tom) 'Please do so thank you.'

<b>Assertive instruction</b>	'Amy – pen down – thank you. (Establish eye contact, mean business)
<b>Partial Agreement</b>	'I hate you Mr. Bangbala! 'Maybe you do, but.....', (Agree and diffuse)
<b>Choice and consequence</b>	'If you choose to do X, then Y will happen.'
<b>Smile therapy</b>	Simply smile at the child misbehaving.
<b>Humour</b>	'I've told you 3,334,001 times to tuck your shirt in. One more time and you will be on the next stage of the consequences chart.'

# Behaviour Management Flowchart

## BEHAVIOUR MANAGEMENT FLOWCHART



## PHYSICAL RESTRAINT INCIDENT FORM

1. Your name:					
2. Name of person restrained:					
3. Date and time of incident					
Date:		Time:		Location:	
4. Location of incident:					
Please specify:					
5. Why was it necessary to restrain?					
<input type="checkbox"/> Harm to self		<input type="checkbox"/> Harm to others		<input type="checkbox"/> Damage to property	
<input type="checkbox"/> Other – Please specify					
6. Was any verbal reasoning / de-escalation used prior to the need to restrain?					
<input type="checkbox"/> Yes			<input type="checkbox"/> No		
Please expand below:					
7. Were any weapons involved?					
<input type="checkbox"/> Yes			<input type="checkbox"/> No		
If 'Yes' please stipulate what type of weapon was involved:					
<input type="checkbox"/> Knife		<input type="checkbox"/> Glass/cup		<input type="checkbox"/> Stick	
<input type="checkbox"/> Bottle		<input type="checkbox"/> Screwdriver			
<input type="checkbox"/> Other (please specify):					
8. Did you rate the risk posed by the person restrained as:					
<input type="checkbox"/> Low		<input type="checkbox"/> Medium		<input type="checkbox"/> High	
9. How would you rate the amount of force applied by you:					

<input type="checkbox"/> Low	<input type="checkbox"/> Medium	<input type="checkbox"/> High
<b>10. How did you feel prior to, during and post the restraint:</b>		
<b>11. What technique/s position of restraint did you use?</b>		
<b>(Please refer to Annex A and circle the technique/position used)</b>		
<b>12. Who else was involved in the restraint?</b>		
<b>Name:</b>		
<b>13. Please list any injuries to you.</b>		
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>14. Please list any injuries to the person restrained.</b>		
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>A first aider must see the child even without any visible injuries.</b>		
Name of first aider who saw the child:		
Details of any first aid given:		
<b>15. Your statement – what occurred in your own words</b>		
Your statement must set out what happened; give details of your part in the use of force, any holds/locks you applied and how the incident was finally resolved. It must		

give details of any attempts made to de-escalate throughout the incident. Your statement should be completed independently of other staff involved in the incident.

The use of force must only be used when it is:

- i. Reasonable in the circumstance, meaning:
- ii. You believed that it was absolutely necessary, and
- iii. Proportionate to the seriousness of the situation

When restraint was used, please tick your primary role:







- Right arm
- Left arm
- Supervising

Please provide as much detail as possible below, including:

Before the incident (i.e. what lead to the incident, any de-escalation techniques used), during the incident (i.e. what types of force were employed and why), and after the incident (i.e. where person was relocated to and any injuries sustained).




## Annex A – Restraint Techniques / Positions Used

<p><b>1. Single-Person Escort / Prompt</b></p> 	<p><b>2. Two Person- Holding Technique 1</b></p> 
<p><b>3. Two Person Holding Technique 2</b></p> 	<p><b>4. Straight Arm Immobilisation</b></p> 
<p><b>5. Cupped Fist</b></p> 	<p><b>6. Seated Position</b></p> 
<p><b>7. Kneeling Position</b></p> 