

St Michael's Catholic School Primary Phase Behaviour policy and statement of behaviour principles

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Contents

1. Aims 2
2. Legislation, statutory requirements and statutory guidance 2
3. Definitions 3
4. Bullying 4
5. Roles and responsibilities 6
6. School behaviour curriculum 7
7. Responding to behaviour 8
8. Serious sanctions 15
9. Responding to misbehaviour from pupils with SEND 16
10. Supporting pupils following a sanction 18
11. Pupil transition 18
12. Training 18
13. Monitoring arrangements 18
14. Links with other policies 19
Appendix 1: written statement of behaviour principles 20
Appendix 2: Playground Code of Conduct 21
Appendix 3: Pupil Non-Negotiables 22
Appendix 4: letters to parents about pupil behaviour - templates 23
Appendix 5: HOKs Report Cards 25

1. Aims

Staff, parents/carers and trustees of St Michael's Catholic School have the highest expectations of positive behaviour at all times as we believe that this reflects our ethos of kindness, thoughtfulness, love and respect. A positive attitude is also central in allowing pupils to make excellent academic progress. This is based on the respect that we have for ourselves and each other, as people created in the image of God which promotes positive relationships. Learning is at the heart of our mission and any behaviour which adversely affects this will be addressed quickly, effectively and consistently.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-Primary Phase approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Work alongside our Behaviour Curriculum and separate Anti-Bullying Policy

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

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

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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons or during assemblies, in corridors, and during break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Lack of respect and unkindness towards other pupils or staff members
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Physical harm, violence or aggression towards another pupil or staff member
- Verbal abuse or threatening conduct towards staff or pupils, including the use of swearing, aggressive language, or intimidating gestures.
- Sustained refusal to follow instructions
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are

computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco, cigarette papers, vapes
    - 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)

4. Bullying (See Also Anti-Bullying Policy)

Bullying is defined as the ongoing, intentional disruption of a student's educational, social, mental or physical wellbeing. Actions that take the form of verbal or physical abuse for a sustained period of time, or periodically over a longer period of time, will not be tolerated.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

At St Michael's we are committed to providing a caring, safe and friendly environment in which all our pupils will be happy to come and learn. Bullying of any kind is unacceptable and will not be tolerated in our school. No one deserves to be a victim of bullying; everybody has the right to be treated with respect. Children who are bullying others need to learn different ways of behaving. We take all incidents of bullying very seriously. We have an anti-bullying tsar who promotes anti-bullying within the primary phase working with all stakeholders.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. We aim to make all those connected with the school aware of our opposition to bullying and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

We discuss the effects of bullying and how to tackle these issues through our PSHE curriculum, RE curriculum, Catholic Life, assemblies and an annual school focus on positive behaviour and anti-bullying.

We actively encourage children to speak to an adult if they are unhappy or believe they are either being bullied or are aware that bullying is taking place.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Dealing with allegations of bullying:

- We take every allegation of bullying seriously and will investigate each concern raised. If, at the end of our investigation, we believe bullying has taken place, we will deal with the issue immediately and impartially. We will put an individual plan in place which may include the following:
- counselling and support for the victim
- sanctions and support for the perpetrator - we spend time talking to the child who has bullied: we try to get to the bottom of why the bullying occurred, we explain why it was wrong and we try to help the child change his / her behaviour in future.
- If appropriate, bullying will be addressed as an issue in the class through PSHE lessons.
- The first time a child is found to be involved in bullying, the Headteacher, Senior Assistant Head and Mental Health First Aider will be made aware of the situation but it will be dealt with by the class teacher and Head of Key Stage. If a child is found to be repeatedly bullying other children, the Senior Assistant Head and/or Headteacher will become actively involved and external agency support may be sought.
- If bullying occurs offsite, we will work closely with parents and carers to prevent it from happening again. Pupils can be sanctioned in school if they bully another pupil outside of school, including online.
- All bullying will be recorded on CPOMS and incidents of bullying will be monitored regularly by the safeguarding team.
- For more information on sanctions, please see sections 7 and 8 of this policy.

Please refer to our anti-bullying policy for more information.

5. Roles and responsibilities

5.1 The Local Academy Committee

The Local Academy Committee is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Headteacher, Primary Phase and the Executive Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher, Primary Phase to account for its implementation

5.2 The Headteacher, Primary Phase

The Headteacher, Primary Phase is responsible for:

- Reviewing this policy in conjunction with the Executive Headteacher and the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy with the Executive Headteacher
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log on CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly onto CPOMS
- Challenging pupils to meet the school's expectations

The primary leadership team (PLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy, behaviour curriculum and anti-bullying policy and reinforce them at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its Catholic culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected high standard of behaviour all pupils should be displaying at school
- That all pupils have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Our school behaviour expectations are very high and based on Jesus' teachings to love one another as Jesus loved us (John 15:12). Our behaviour curriculum, school virtues and school mission statement set out our Catholic values upon which our behaviour expectations are built. These behaviour expectations are taught, shared and promoted through our Behaviour, RE and PSHE curriculums.

All pupils are expected to:

- Show respect, compassion and kindness to everyone at all times
- Follow our behaviour curriculum
- Behave in an orderly and self-controlled way
- In class, make it possible for all pupils to learn and try their best in all lessons
- At break and lunch times, adhere to the playtime code of conduct (appendix 2)

- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given and be reflective and open to behaving in a more positive way in the future
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments will be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Mobile phones are **only** permitted for children who travel to and from school independently, mainly in year 6. The following rules must be adhered to:

- Pupils are allowed to have mobile phones with them when they travel to and from school independently.
- The mobile phone must be given in to the class teacher at morning registration and will be stored in a locked cabinet during the school day
- Pupils are not permitted to leave mobile phones in their bags and are not allowed to use their phones on the school premises
- Pupils cannot use their mobile phones during the school day
- Written parental permission will need to be provided if a pupil is carrying a mobile device to and from school
- The school is not liable for any loss or damage of any mobile device
- A child's online activity outside of school is a parent/carer's responsibility
- There may be exceptions to the rules for medical or personal reasons which can be discussed with a member of the PLT.

7. Responding to behaviour

We recognise that a behaviour and discipline system can only be successful if it is based around the promotion of positive behaviours. As a Catholic School, it is paramount that we focus on the Gospel Values – particularly those of truthfulness and compassion. The strategies that we implement therefore focus on forgiveness, understanding and empathy.

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating and nurturing environment that encourages pupils to be engaged
- Display the behaviour ladder and individual classroom rules
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils during morning registration
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption

- Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour may be rewarded with:

- Verbal praise, stickers and stamps
- Move peg up on behaviour ladder
- Individual class reward systems
- House Points / Community Credits
- Communicating praise to parents via Tapestry (EYFS/KS1) and Class Charts Community Credits (KS2)
- Postcards home
- Certificates during Celebration Assembly
- Whole-class or year group rewards, such as a popular activity
- House mufti days
- Whole School Annual Celebration Day

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts, phrases and use of Norfolk Step On Training.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Name on Board for no longer than the duration of that lesson

- Move peg down on behaviour ladder for no longer than the duration of a day
- Sending the pupil out of the class for a brief period of timeout to help regulate emotions (e.g. to walk around the playground or breathing exercises)
- Behaviour point (Years 5 and 6 only)
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Phone call home to parents and follow up letter if necessary (appendix 3)
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out when absolutely necessary 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 and recorded on CPOMS.

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 or Senior Assistant Head 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
- If there is no urgent need for a search, parents will be informed that the search will take place
- 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 class teacher, Head of Keystage and/or Headteacher/Senior Assistant Head, 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 trays.

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
- Trays
- 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 (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay and record on CPOMS:

- 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 (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system CPOMS.

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.

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 on CPOMS of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

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

One of these must be the appropriate adult, except if:

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

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult and recorded on CPOMS.

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 or Executive 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.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

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

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or Senior Assistant Head will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection policy for more information

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

Class teachers have been authorised by the Headteacher to give pupils detentions if deemed a suitable sanction.

Pupils can be issued with detentions during break and lunch times.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff 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
- 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 the Head of Key Stage or another member of the Primary Leadership Team if the Head of Key Stage is unavailable and will be removed for a maximum time of the duration of that lesson.

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:

- Meetings with the Mental Health First Aider
- “Check ins” with the Head of Key Stage
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log through CPOMS.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Please refer to STCAT exclusions policy for more information

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils’ behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include:

Use of separation spaces within the classroom, where possible, so pupils can regulate their emotions during a moment of sensory overload

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- In extreme cases, use of a temporary reduced timetable

9.2 Adapting sanctions for pupils with SEND

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

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

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

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

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the Head of Key Stage or Mental Health First Aider
- A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. Every new in-year pupil will have a "buddy" who will support them in learning our school rules and routines.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have a "moving up" day with their new teacher(s). In addition, staff members hold Meet the Teacher information meetings with parents/carers.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the end of the preceding academic year in readiness for the new year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- De-escalation techniques (Norfolk Step On)
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half-term by Dani Collins (Headteacher and DSL) and Mairead Maxted (Senior Assistant Head and DDSL). Results will be reported to the Executive Head and shared with the PLT.

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

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

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and Executive Head at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Executive Head and governing board. The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- STCAT Safeguarding and Child protection policy
- Primary Phase Behaviour Curriculum
- Anti-Bullying policy
- Mobile phone policy
- Exclusions policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Local Academy Trust also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Local Academy Trust annually.

St Michael's Primary Phase Playtime Code of Conduct

As a pupil at St Michael's Catholic School, I agree to:

Be kind and respectful to all pupils and staff

Look out for others and tell an adult if I'm concerned about them or myself

Ask an adult if/when I need to leave the playground or the classroom if it is wet break

Follow instructions given by any member of staff or Year 6 monitor

Say nice things to others and not use hurtful words

Keep my hands and feet to myself, not hurt others and apologise if I hurt someone by mistake

Make sure that my rubbish goes in the bin

Be fair and include everyone in my games

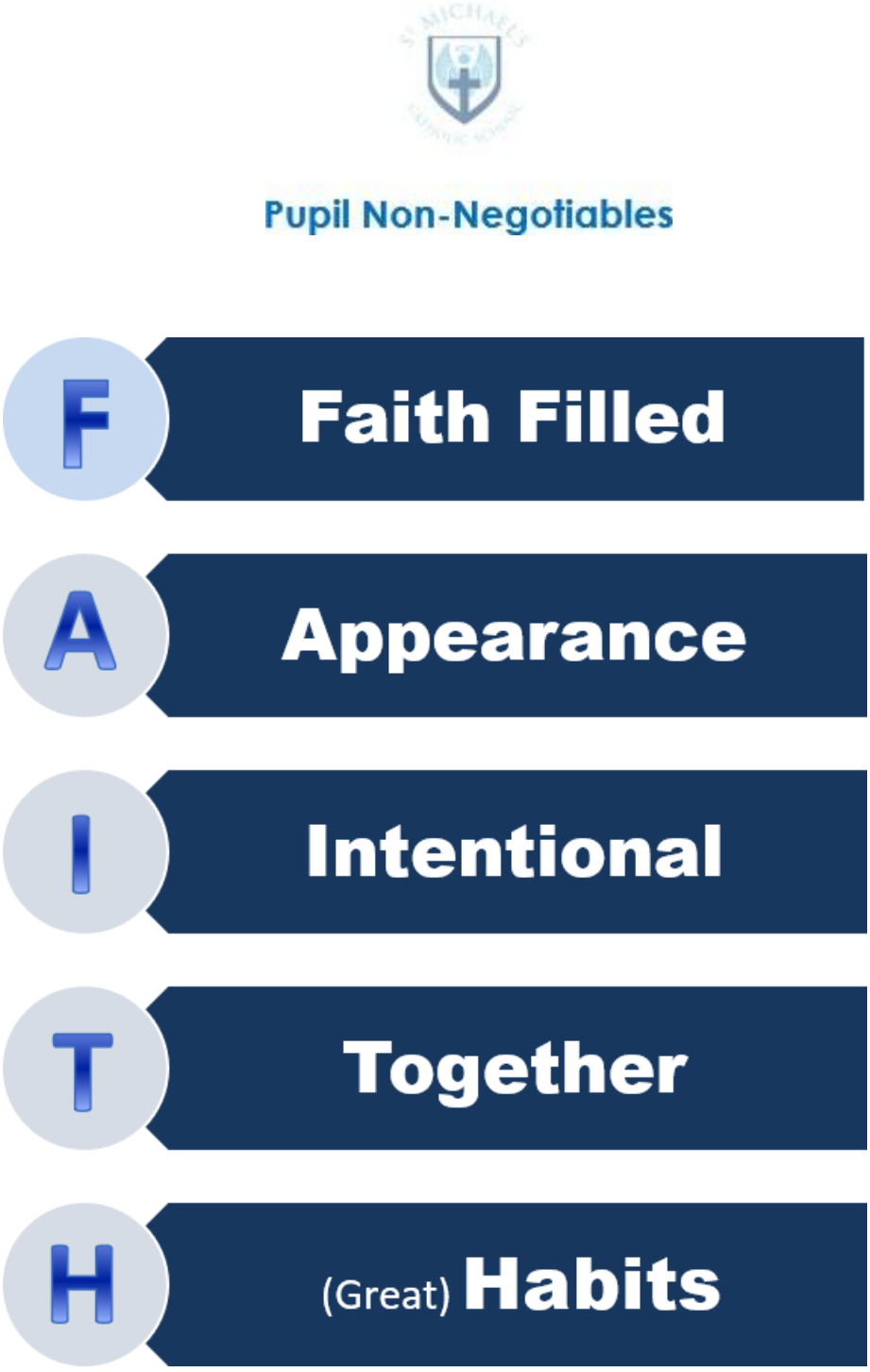
Line up when the first bell rings and stand silently in line when the second bell rings

Use all equipment sensibly and treat it as if it were my own

Signed: _____ Date: _____

ACHIEVING IN FAITH, WITH LOVE, AS A COMMUNITY

Appendix 3: Pupil Non-Negotiables



Appendix 4: letters to parents about pupil behaviour - templates

First behaviour letter

Dear parent/carer,

Recently, your child _____has not been behaving as well in school as they could. [BRIEF DESCRIPTION OF BEHAVIOUR]

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent/carer,

As discussed and following my previous letter [dated….] regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy.

Thank you for arranging to meet me so we can discuss a way forward on [INSERT DATE AND TIME]

I am looking forward to meeting with you and working together for the best outcomes for [Name of Child]

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____has continued to misbehave.

_____would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Head of Key Stage/Senior Assistant Headteacher/headteacher, the special educational needs co-ordinator and myself [DELETE AS APPROPRIATE], to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time and date

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Appendix 5: HOKs Report Cards

Home-School communication

Date	Information	Signed (Name)

Targets Review conversation

- ☐ Report effective
- ☐ Second week
- ☐ Moved to SLT Report

Signed: HoKS.....Date.....

Student.....Date.....

St Michael's Catholic School

HoKS1 Report Card

Name..... Class .....

Reporting to..... Start Date.....

Targets

1.....

.....

.....

.....

2.....

.....

.....

.....

3.....

.....

.....

.....

Additional Support

- ☐ Time Out Card
- ☐ Focus on positive praise
- ☐ 1:1 review of tasks set
- ☐ Use chunking of tasks
- ☐ Assign a role of responsibility
- ☐ Now and Next Board
- ☐ TIG
- ☐ Discussion with SENDCO
- ☐ Other

.....

.....

Signed:

HoKS.....

Student.....

Parent/Carer.....



Pupil: You must achieve a minimum of 14/21 for the day. Where this is not achieved you will miss some of your lunchtime.

Staff: Please use the classroom behaviour ladder to determine the score based on the following criteria.

☺ = 3 Excellent (top of the behaviour ladder 2CCs) Very good (green on behaviour ladder 1CC)	😐 = 2 Good (Ready to learn on behaviour ladder)	☹ = 1 Reminder (Orange on behaviour ladder). Sanction (Red on the behaviour ladder).

DAY W/C DATE	Registration	1	Assembly /Break	3	Lunch	4	5	Score	Class Teacher	HOKs	PARENT'S/CARER'S SIGNATURE AND COMMENTS
1		SUBJECT	Assembly / Break	SUBJECT		SUBJECT	SUBJECT	☺			SIGNATURE
		☺😐☹	☺😐☹	☺😐☹	☺😐☹	☺😐☹	☺😐☹				COMMENTS
2		SUBJECT	Assembly / Break	SUBJECT		SUBJECT	SUBJECT	☺			SIGNATURE
		☺😐☹	☺😐☹	☺😐☹	☺😐☹	☺😐☹	☺😐☹				COMMENTS
3		SUBJECT	Assembly /Break	SUBJECT		SUBJECT	SUBJECT	☺			SIGNATURE
		☺😐☹	☺😐☹	☺😐☹	☺😐☹	☺😐☹	☺😐☹				COMMENTS
4		SUBJECT	Assembly / Break	SUBJECT		SUBJECT	SUBJECT	☺			SIGNATURE
		☺😐☹	☺😐☹	☺😐☹	☺😐☹	☺😐☹	☺😐☹				COMMENTS
5.		SUBJECT	Assembly / Break	SUBJECT		SUBJECT	SUBJECT	☺			SIGNATURE
		☺😐☹	☺😐☹	☺😐☹	☺😐☹	☺😐☹	☺😐☹				COMMENTS

Home-School communication

Date	Information	Signed (Name)

Targets Review conversation

- ☐ Report effective
- ☐ Second week
- ☐ Moved to SLT Report

Signed: HoKS……Date……..

Student……Date……..

St Michael's Catholic School

HoKS Report Card

Name…… Form……

Reporting to…… Start Date……

Targets

1……

……

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……

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2……

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……

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3……

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Additional Support

- ☐ Time Out Card
- ☐ Focus on positive praise
- ☐ 1:1 review of tasks set
- ☐ Use chunking of tasks
- ☐ Assign a role of responsibility
- ☐ Now and Next Board
- ☐ TIG
- ☐ Discussion with SENDCO
- ☐ Other……

……

……

Signed:

HoKS……

Pupil……

Parent/Carer……

Pupil: You must achieve a minimum of **21/35** for the day. Where this is not achieved, you will spend part of a lunch time in detention.
Staff: Please give students a score of 1-5 using the classroom behaviour ladder to determine the score:
5 = Excellent (top of the behaviour ladder 2CCs)
4 = Very good (green on behaviour ladder 1CC)
3 = Good (Ready to learn on behaviour ladder)
2 = Reminder (Orange on behaviour ladder).
1 = Sanction (Red on the behaviour ladder). Please indicate where a CC is achieved or a sanction is given.

DAY W/C DATE	**Registration**	1	**Assembly /Break**	3	Lunch	4	5	Score	Teacher	HOKs	PARENT'S/GUARDIAN'S SIGNATURE AND COMMENTS
1		SUBJECT	Assembly	SUBJECT		SUBJECT	SUBJECT				SIGNATURE
			Break								COMMENTS
2		SUBJECT	Assembly	SUBJECT		SUBJECT	SUBJECT				SIGNATURE
			Break								COMMENTS
3		SUBJECT	Assembly	SUBJECT		SUBJECT	SUBJECT				SIGNATURE
			Break								COMMENTS
4		SUBJECT	Assembly	SUBJECT		SUBJECT	SUBJECT				SIGNATURE
			Break								COMMENTS
5		SUBJECT	Assembly	SUBJECT		SUBJECT	SUBJECT				SIGNATURE
			Break								COMMENTS

Equality Monitoring September 2022

1. Does this policy hove any implications for people of protected characteristics*? No

2. If 'yes', will it advantage or disadvantage any particular group?

How will this policy: if relevant, promote good relations between people of RPC and those without?

It will promote good relations by ensuring that students from all groups receive the support they need to be successful through the correct and fair remuneration of our school staff.

"Age, disability, gender re-assignment, marriage and civil partnerships, pregnancy