All Souls' Catholic
PRIMARY SCHOOL

BEHAVIOUR & ANTI-BULLYING POLICY

Including the school's suspension, exclusion and use of restrictive intervention procedures

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All Souls' Catholic Primary School

Behaviour and Anti-Bullying Policy

including the school's suspension and exclusion procedures

'Christ is our Light'

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1. Rationale

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all and therefore bullying or harassment of any form will not be tolerated. The school's behaviour policy is therefore designed to promote good relationships so that it's members can live and work together with the common purpose of helping everyone to learn. It aims to promote an environment where everyone feels happy, safe and secure.

We aim to develop a positive ethos by:

- expecting every member of the school community to behave in a considerate way towards others.
- helping children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- Encouraging children to talk openly about concerns
- rewarding good behaviour, as it believes that this will develop an ethos of kindness and cooperation.
- promoting good behaviour, rather than merely deter anti-social behaviour.
- fostering an ethos of remorse and forgiveness in keeping with the Gospel Values
- living out and encouraging others to live out our school mission statement "Christ is our Light"
- acknowledging that everyone has a responsibility to deal with bullying
- inspiring the confidence of parents in the school's ability to support all children

2. Aims

The aims of this policy are:

- To provide a consistent approach to behaviour management
- To define the school rules and Gospel teachings that underpin these
- To define what we consider to be unacceptable behaviour, including bullying and that this will not be tolerated
- To outline how pupils are expected to behave
- To summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- To outline our system of rewards and sanctions

3. Purpose

The purpose of this policy is:

- To develop in children a sense of self-discipline and an acceptance of responsibility for their own actions.
- To create conditions for an orderly community in which effective learning can take place and eliminate behaviour which prevents all pupils from participating in the full range of learning experiences
- To maintain an ethos where there is mutual respect and trust between all members of the community
- To take care of all aspects of the school environment
- To maintain an ethos that rewards good behaviour and attitudes whilst encouraging others to do the same.
- Ensure that all members of the school community feel safe, are happy and consider themselves to be valued
- To establish positive relationships with parents so that they have a clear understanding of the school's policy and procedures

4. Legislation and statutory requirements

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

- Behaviour and in schools (2024)
- Searching, screening and confiscation at school (2022)
- Suspension and permanent exclusion from maintained schools (July 2026)
- The Equality Act 2010
- Restrictive interventions, including the use of reasonable force, in schools (April 2026)
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on and to meet the requirements of:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- 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
- The Race Relations Act (2000)
- The Disability Discrimination Act (1995)
- The Human Rights Act (2000)

5. Mission statement and virtues

At All Souls we adopt one simple principle with regards to how we should behave and conduct ourselves and we encourage children to learn how to behave through their understanding of Jesus and the Gospel Values. In the first instance, this takes the form of our mission statement "Christ is our Light" which manifests into our daily lives by

- Encouraging us to consider 'What would Jesus do?' before making choices
- Knowing that our one true model in life is Jesus
- Encouraging honesty and remorse, and seeking forgiveness when we have done wrong
- Granting forgiveness to those who have wronged us
- Knowing that we are all in the image and likeness of God and that everything around us is God's creation

6. School Rules

Whilst the behaviour principles that we teach are centred on our Mission Statement, we recognise that, for children, the true understanding of this will grow over time as they develop spiritually. We therefore adopt three simplified school rules, which can be applied consistently and are known and understood by all. These are:

be **Ready**
be **Respectful**
be **Safe**

In addressing behaviour and maintaining high expectations of all, staff are expected to refer to these core rules so that children understand what is expected of them in, in the instance of them falling below these expectations, in what ways.

7. Catholic Schools' Pupil Profile

As a Catholic School in the Archdiocese of Birmingham, we have embraced the Catholic Schools' Pupil Profile, which teaches the children a set of eight pairs of virtues to be internalised and

cultivated - enabling them to grow in wholeness as fully rounded individuals in the image of God. The pairs of virtues are:

- Grateful and generous
- Attentive and discerning
- Compassionate and loving
- Faith-filled and hopeful
- Eloquent and truthful
- Learned and wise
- Curious and active
- Intentional and prophetic

At All Souls, we expect our children to be:

Grateful *for their own gifts, for the gift of other people, and for the blessings of each day; and* ***generous*** *with their gifts, now and in the future... by encouraging them to know and be* ***grateful*** *for all their gifts, developing them to the full so that they can be* ***generous*** *in the service of others.*

Attentive *to their experience and to their vocation; and* ***discerning*** *about the choices they make and the effects of those choices... by promoting the practice of* ***attentive*** *reflection and* ***discerning*** *decision making: in teaching, in the examen, prayer and retreats; and through the practice and example of school leaders and staff.*

Compassionate *towards others, near and far, especially the less fortunate; and* ***loving*** *by their just actions and forgiving words... by being* ***compassionate*** *and* ***loving*** *in the way pupils are treated, especially when a pupil is in trouble; and by opening pupils' eyes to those who suffer poverty, injustice or violence.*

Faith-filled *in their beliefs and* ***hopeful*** *for the future... by passing on the living and* ***faith-filled*** *tradition of Jesus Christ; by having persevering* ***faith*** *in the pupils, and by encouraging them in turn, to have faith and hope in themselves and others.*

Eloquent *and* ***truthful*** *in what they say of themselves, the relations between people, and the world... by developing an* ***eloquent*** *language which pupils can use to understand and articulate their emotions, beliefs, and questions, encouraged by the example of their teachers to be* ***truthful*** *in the way they represent themselves and speak about the world.*

Learned*, finding God in all things; and* ***wise*** *in the ways they use their learning for the common good... by the breadth and depth of the curriculum; by excellence of teaching, and the creation of opportunities to become more* ***learned*** *and* ***wise****.*

Curious *about everything; and* ***active*** *in their engagement with the world, changing what they can for the better... by leading pupils to be* ***curious*** *about the universe and all human activity, and to take increasing responsibility for their own learning, and by providing opportunities for them to be* ***active*** *in the life of the school, the Church, and the wider community.*

Intentional *in the way they live and use the resources of the earth, guided by conscience; and* ***prophetic*** *in the example they set to others... by being a school community which is* ***intentional*** *in its way of proceeding to build-up quality of life; and which is* ***prophetic*** *in the way it offers an alternative vision of education and the human person rooted in the gospel.*

Each half-term the school focuses on a specific pair of virtues which are explored in greater depth through assemblies, RE lessons and classroom worship.

8. Home/School Agreement

The school implements a Home/School Agreement which is reviewed and renewed in the Autumn term each year. This agreement sets out the expectations and promises that are made by the school, the child and the parents to ensure that every child is happy, safe and achieving their best. In signing this agreement all parties are agreeing to adhere to the principles and points set out in this policy.

9. Expectations of Pupil Conduct

Pupils are expected to be guided by the school mission statement by:

- Behaving in an orderly and self-controlled way
- Showing respect to members of staff and each other
- In class, making it possible for all pupils to learn
- Moving quietly around the school
- Following the instructions and direction of all school adults
- Trying their hardest in all lessons
- Treating the school buildings and school property with respect
- Wearing the correct uniform at all times
- Accepting sanctions when given and being truthful when they have done something wrong
- Refraining from behaving in a way that brings the school into disrepute, including when outside school

10. Rewards and Sanctions

The school operates the principal of discouraging poor behaviour by praising that which is positive. We do, however, believe that children should not be overly rewarded for behaving 'as would be expected'.

Positive behaviour may be rewarded by (but is not limited to):

- Verbal encouragement and praise
- Written praise
- Class merits, stickers, stamps etc.
- Display good work
- Allocation of responsibility
- Award house point(s)
- Recognition in school assemblies
- Weekly superstar awards
- Special privileges

- Referral to another teacher
- Referral to deputy headteacher / headteacher

The school may use one or more of the following sanctions in response to unacceptable behaviour (this list is not exhaustive):

- A verbal warning
- A discussion with the teacher/school adult
- Move within the classroom to another area within school (supervised)
- Withdrawal of privileges including access to extra-curricular activities, opportunities to represent the school, positions of authority, participation in educational visits
- Write explanation of incident / apology etc
- Missing part / all of break / lunchtime
- Incident recorded in school behaviour record system
- Contact parents informally/formally
- Placed on Report card / behaviour plan
- Suspension
- Permanent exclusion

In determining the appropriate sanctions for an incident of unacceptable behaviour, a number of factors will be taken into consideration:

- The age/maturity of the child
- The context and severity of the behaviour incident
- The consequences of the incident including the impact on any victims
- Previous incidents of poor behaviour
- The level of honesty/remorse shown
- The continued risk posed to themselves/others
- The influence of external factors

11. The Staged Approach

The school adopts a 'staged' approach to behaviour management. This provides a framework for adults to work within to ensure that children are aware of the consequences of poor behaviour, and such that a consistent approach to behaviour management is maintained across the school. The school uses three stages (Stage 1, Stage 2, Stage 3) of behaviour management, dependent upon the severity of the behaviour incident.

Where possible, children should be given a verbal warning, prior to sanctions being issued, where the nature of the misbehaviour is pointed out to the child and the expectations of them reinforced. For more serious incidents, it would not be appropriate to give a verbal warning and therefore sanctions would immediately apply.

For 'low-level' behaviour incidents a **STAGE 1** would be issued to the child by the adult who has dealt with the incident. This means that:

- The child is issued with a yellow 'Stage 1' card which details their name, date, the incident and which of the 3 core rules have been broken
- This card is taken to a member of SLT (or another teacher in the absence of SLT) at the next break/lunchtime where the incident will be discussed and if appropriate, further sanctions issued

- The child will miss the entire morning break time **OR** 10 minutes of their lunch time, as appropriate to the time of day
- During this time the child should think and identify how they can rectify their actions and show remorse
- The stage card will be retained in the stage card folder – kept by the headteacher.
- Parents would not normally be informed of every stage 1 issued, however if a child receives multiple Stage 1's within a short period of time, it would be appropriate to discuss this change/pattern in behaviour with parents in order to understand and share any context or reasons for this change in behaviour

For 'moderate' behaviour incidents a **STAGE 2** would be issued to the child by the adult who has dealt with the incident. The adult may need to investigate the incident prior to issuing a stage 2 to establish that on the 'balance of probabilities' the child committed the offence. In the instance of a stage two being issued:

- The child is issued with an orange 'Stage 2' card which details their name, date, the incident and which of the 3 core rules have been broken
- This card is taken to a member of SLT (or another teacher in the absence of SLT) at the next break/lunchtime, where the incident will be discussed and, if appropriate, further sanctions issued
- The class teacher, or adult issuing the stage 2 (as appropriate) will inform the parents of the incident at the end of the school day or via telephone/email if unavailable.
- The child will miss the next entire break and lunchtime including any clubs that they may be signed up to. Children who have missed the entirely of their break/lunch should be offered a movement break – preferably outside – away from peers.
- During this time the child will complete a 'reflection' task, considering their actions and, in the spirit of the mission statement, how they should have behaved.
- The stage card will be retained in the stage card folder – kept in the admin office.
- If a child received multiple Stage 2s any privileges, included attending school trips/events and representing the school may be removed.
- Parents should be informed of any Stage 2s issued

For 'serious' behaviour incidents a **STAGE 3** would be issued to the child. This can only be done by a member of SLT and following an investigation into the incident to establish that on the 'balance of probabilities' that the child committed the offense. In these instances:

- The child will be immediately removed from lessons/activities
- They will remain working in isolation for the remainder of the day
- The parents of the child will be invited into school to discuss the incident, at which point there must be an agreement that this behaviour will stop and not be repeated before the child may return to class lessons.
- All privileges including attendance at clubs and school trips may be withdrawn for up to two weeks.
- Whilst isolated away from their class, the child should still be offered rest/movement breaks – ideally outdoors – as necessary as well as emotional/well-being check-ins as necessary. Children in isolation should remain under the supervision of an appropriate adult.
- All Stage 3s recorded will be reported to the governing body

In instances of 'serious' behaviour incidents the headteacher may determine that a suspension or permanent exclusion may be warranted. This may also be the case where a child repeatedly fails to adhere to the school's behaviour policy.

Further details of these instances and the school's procedure for suspensions and exclusions can be found in the 'Suspensions and Exclusions' section of this policy.

In these instances, the school refers to the guidance issued by the DFE: *"Exclusion from schools and pupils referral units in England"*.

Classification of behaviour incidents

Below details how the school typically classifies the various degrees of behaviour incidents. Note though that this list is non-exhaustive nor rigid as the context of incidents may have bearing on their seriousness – and so this table should therefore be seen as a guide.

Low Level	Moderate	Serious
Wilful distracting behaviour Talking when asked not to / shouting out in lessons Running around school or moving around school inappropriately Leaving seats without permission Rough play – playing games involving simulated violence Laziness / deliberately producing poorer work than capable of Rudeness/attitude towards adults (low level) Telling tales/ deliberately trying to get another child into trouble Neglecting the school/classroom environment Failing to line up appropriately Being in an area of school without permission Telling lies (isolated incident) Bad language (moderate and isolate incident)	Escalation or repetition of a low-level incident Telling lies (more serious / persistent) Stealing Threatening/aggressive behaviour Refusal to follow instructions from a school adult Bad language (more offensive or persistent) Rudeness/attitude towards adults (moderate) Significant breach of the school's acceptable use agreement for IT Behaviour resulting in damage to school/others' property Purposeful missing of lessons/teaching Deliberate remarks likely to cause offense	Escalation or repetition of a Moderate incident Assault/violent conduct causing significant harm Bullying, including online Vandalism Racist behaviour Physical or verbal threats made to adults In possession of illegal materials or bringing inappropriate items into school Refusal to follow instructions which could put own or others' safety at risk Truanting Leaving school without permission Malicious allegation against a member of staff

Low-level breach of the school's acceptable use agreement for IT Retaliating to another incident Unkind remarks Incorrect/incomplete uniform		

12. Anti-Bullying

12.1 Definition of bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

At All Souls, therefore, we regard bulling as:

- A child being repeatedly singled out or targeted either physically, verbally or indirectly (e.g. through spreading rumours or inciting others against)
- Deliberately hurtful
- Repeated and sustained, often (but not necessarily) over a period of time
- Where the intention is to hurt, humiliate, injure or isolate an individual
- When the actions are unprovoked
- Difficult to defend against

Bullying can include, but is not limited to:

Emotional: Being unfriendly, excluding, tormenting

Physical: Hitting, kicking, pushing, taking another's belongings, any use of violence

Racial: Racial taunts, graffiti, gestures

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 or gaming sites, via the use of AI

We do not consider bullying as:

- An isolated incident
- A falling out
- A 'one off' disagreement

The school avoids labelling children as 'bullies' or 'victims'. Support will be offered to those children who have been the target of bullying behaviours. It is important that they do not view the experience as their fault, or that it is the result of something about themselves that has attracted the bullying behaviour of others towards them. They need to know it will end.

Similarly, children who have engaged in bullying behaviour will be expected to resolve the matter and change their behaviour. It is recognised that they may need support in this and the school in partnership with parents will offer this.

Hurtful Behaviour

Not all hurtful behaviour is bullying but all hurtful behaviour in school is unacceptable. The following are examples of hurtful behaviour which may not be bullying:

- Children may fall out with their friends and engage in hurtful behaviour. This is verbal or physical behaviour aimed directly or indirectly, that causes distress.
- Children may retaliate against the behaviour of others towards them in a hurtful way.

Although not all hurtful behaviour is intentional, all hurtful behaviours are a matter of concern and will be dealt with by the school using the Staged Approach defined in this policy. Where pupils cause harm or distress the impact of their behaviour will be explained and made clear to them; if behaviour continues it will then be considered intentional and may become bullying.

12.2 Preventing Bullying

It is the responsibility of all within the school to maintain the ethos and agreed discipline codes. Pupils need good role models in the adults within the school from which they may develop their own behaviours, attitudes and values.

We are committed to:

- focusing on what is going well, on good behaviour
- giving praise when earnt
- in instances of negative behaviour, making it clear it is the behaviour we do not want, not the child
- giving clear and gentle reminders of what is expected
- teaching good manners and behaviour
- adults in school setting an example in their dress, manner, courtesy etc

It is expected that all adults will treat each other and pupils with respect. If a member of staff feels bullied by another member of staff, governor or parent, they should report this to the headteacher, or if it is felt the headteacher is bullying, the chair of governors.

Strategies for preventing bullying

- Express the positive climate through all aspects of school life such as curriculum, teaching methods, physical environment, rules, relationships with parents etc.
- Use appropriate parts of the curriculum to teach values that show bullying to be unacceptable (e.g. PSHE, RE, RHE) and when appropriate involve a range of partners to deliver programmes that help children develop social skills and assertive strategies to deal with bullying/conflict
- Ensure that everyday life at school encourages and provides opportunities to practise social skills
- Encourage all pupils to take an active role in deciding what bullying is and how it should be dealt with
- Encourage children to regard ‘telling’ as both acceptable and responsible
- Ensure children are adequately supervised at all times. Particular attention to cloakroom areas at the beginning and start of sessions and in the outdoor environment during break and lunchtimes.

- Regard attending to bullying behaviour as a priority
- Monitor incidents of bullying
- Evaluate the effectiveness of the school behaviour policy
- Ensure that bullying is kept as a high profile issue through school assemblies and participation in events such as 'Anti-Bullying Week'
- Ensure the early identification of vulnerable pupils

12.3 Recognising Bullying

The following types of 'incidents' may be helpful in helping to recognise incidents of bullying and therefore should be sensitively investigated by an appropriate member of staff:

- Physical assault against a person or group e.g. because of colour and/or ethnicity, sex, sexuality, disability. This includes inappropriate touching.
- Physical intimidation such as jostling, lifting skirts/taking down trousers etc. this would also include using dangerous substances/objects to intimidate
- Derogatory name-calling, insults and/or jokes. Extortion of money or property.
- Destruction of property; 'borrowing' without permission
- Insulting gestures/making fun of/ridiculing e.g. sexual innuendo.
- Verbal abuse and threats.
- Behaviour to incite, harass or bully
- Bringing materials such as leaflets, comics, magazines, offensive objects into school that insult, abuse or provoke.
- Derogatory in the course of discussion or lessons relating to the family, ethnicity, colour, sex, sexuality or impairment of others.
- Spreading rumours.
- Ridicule of an individual for cultural, religious or social differences e.g. food, music, dress, family lifestyle.
- Refusal to co-operate with others e.g. because of their ethnic origins, sex, sexuality, disability.

12.4 Possible Signs a child may be being bullied

A child may indicate by signs or behaviour that they are being bullied. If you are concerned and become aware of any of the following, you may wish to ask if someone is threatening or bullying the child.

Whilst the following behaviours may be symptomatic of other problems, staff should be aware they may be early signs of bullying

- Be frightened to walk to and from school
- Be unwilling to come to school i.e. unexplained illnesses
- Begin doing poorly in their work
- Have belongings damaged or possessions go missing
- Become withdrawn, lack self esteem, start stammering
- Become distressed, stop eating
- Report broken friendships
- Cry themselves to sleep
- Have bad dreams/nightmares
- Have unexplained bruises or marks
- Begin stealing
- Refuse to say what is wrong
- Give improbable excuses to explain any of the above
- Start behaving in an uncharacteristically aggressive way towards others

- Hurt themselves or in severe cases attempt suicide

12.5 Procedures for dealing with incidents

On witnessing or being informed of an incident:

- Stay calm – do not make snap decisions or attach blame
- State briefly and firmly that the behaviour is inappropriate
- Distance the children - don't let the incident become a spectator sport
- Assure everyone involved in the incident that it will be taken seriously, those involved will all have a chance to explain, be listened to and action will be taken
- Incidents of hurtful behaviour should be reported to and dealt with by the class teacher (The headteacher should be kept informed of any incidents and outcomes)
- The class teacher should take time to listen to the children and explain that the behaviour will not be tolerated.
- If serious, refer to the headteacher or deputy headteacher. Otherwise deal with the situation appropriately and at the end of the day explain to parents the nature of the incident, their child's involvement and how it was dealt with.
- Refer to this policy in determining the appropriate action if covered by the Staged Approach
- Inform a senior member of staff about the incident – for their information
- Record the incident - time, names, date, class, what, where, action taken on CPOMS.
- Monitor the children's attitudes, relationships and behaviour

On being informed of bullying

- Be sensitive to what the child is saying, take it seriously
- Reassure the child that they were right to tell and that adults will support the situation
- Inform the headteacher who will decide who should investigate the report and the action to be taken. There should be a certain speed to the response but this should be balanced against sufficient time to investigate thoroughly.
- Ensure the child's safety while the incident is being investigated
- The incident should be recorded objectively, take note of any injuries and action taken, via CPOMS
- Where parents are notified a record should be kept, also details of any outside agencies involved
- Staff should identify the underlying cause of the bullying and ensure that individual children receive support if appropriate
- The situation should be closely monitored. This may mean information will be shared with relevant staff e.g. supervisory assistants etc.
- If bullying continues after guidance, support and counselling, a suspension or exclusion may be considered.

12.6 Support for those bullying and being bullied

The school recognises that it is important to support both those who are 'victims' of bulling and 'perpetrators' in order to raise self-confidence, self-esteem and ensure that offences are not repeated. This is likely to look different dependent upon individual circumstances but my involve:

- Work/time with individual members of teaching or support staff
- Use of recognised programmes of support
- Use of external agencies or partners to provide support
- Access to the school counsellor
- Regular work with parents

13. Suspensions and Exclusions

13.1 When suspension or exclusion may be required

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We do, however, accept that, in order to achieve this aim, on rare occasions it may be necessary to temporarily suspend or permanently exclude a pupil from All Souls, in order to keep others and themselves safe.

The decision to suspend a student will only be taken in one or more of the following circumstances:

- In response to a serious breach of the school's Behaviour Policy
- Where continuous breaches of the behaviour policy and subsequent sanctions have not resulted in an improvement in behaviour
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the School

It is recognised that Exclusion is a 'last resort' and can only be sanctioned by the Headteacher however consequences for serious breaches of the school's behaviour policy should draw a clear line as to what kinds of behaviour will not be tolerated at All Souls.

Suspension or permanent exclusion may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Serious verbal abuse of staff or others
- Serious verbal abuse of pupils
- Bullying, including online
- Physical abuse/aggression directed towards staff or pupils
- Indecent behaviour
- Deliberate damage to school property or the property of another
- Misuse of illegal drugs or other substances
- Theft
- Serious actual or threatened violence towards a member of staff or pupil
- Sexual abuse or assault
- Possession of or supplying an illegal drug
- Carrying or bringing onto the school site an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

The above list is not exhaustive and there may be other situations where the Headteacher makes the judgment that suspension or exclusion is the appropriate sanction.

In all instances of suspension or exclusion, the school will refer to the guidance issued by the DFE: *"Exclusion from schools and pupils referral units in England".*

13.2 Suspension/Exclusion procedure

Suspensions:

- Most suspensions are of short duration, usually between one and three days
- The DfE regulations allow the Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

- The Governors have established arrangements to review promptly all permanent exclusions from the school and all suspensions that would lead to a student being excluded for over 15 days in a school term or missing a public examination.
- The Governors have established arrangements to review suspensions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.
- Following suspension, parents/carers are contacted immediately where possible. A letter will be provided to the parents giving details of the suspension and the date the suspension ends. Parents have a right to make representations to the Governing Body and the LA as directed in the letter.
- A return to school meeting will be held following the expiry of the suspension and this will involve a member of the Senior Leadership Team and other staff where appropriate.
- A suspension will usually take the form of the student being required to remain at home
- During the course of a suspension where the student is to be at home, parents are advised that the student is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/guardians. The pupil should also not be seen in a public place during school hours of a suspension.
- The school will provide curriculum work for pupils to complete during a suspension

Permanent exclusions:

- The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.
- The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or possession and or use of an illegal drug on school premises.
- The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
    - •Serious actual or threatened violence against another student or a member of staff.
    - •Sexual abuse or assault.
    - •Supplying an illegal drug.
    - •Carrying an offensive weapon *.
    - •Arson.

  The School will consider police involvement for any of the above offences.

* Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. School can seize any prohibited item as a result of a search. See DfE searching, screening and confiscation policy.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

13.3 General factors the school considers before making a decision to exclude

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to suspend or permanently exclude a student the Headteacher will:

- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account the Pupil Behaviour Policy and the Single Equalities Plan.
- Allow the student to give her/his version of events.
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Headteacher is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

13.4 Exercise of discretion

In reaching a decision, the Headteacher will always look at each case on its merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider

- the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the school's Behaviour Policy and
- the effect that the student remaining in the school would have on the education and welfare of other students and staff.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Pupil Discipline Committee, when it meets to consider the Headteacher's decision to exclude. This Committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the student's school record, witness statements and the strategies used by the school to support the student prior to exclusion.

A Governor's Pupil Discipline Committee will be formed based upon the availability of members of the Governing Board and will, at a minimum, be three Governors of which at least two will be Foundation Governors.

13.5 Lunchtime Exclusion

Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This will be treated as a suspension and parents will have the same right to gain information and to appeal.

13.6 Drug related Exclusions

In making a decision on whether or not to suspend or exclude for a drug-related offence the Headteacher will seek advice from the LA's Drugs Education Advisor. The decision will depend on the precise circumstances of the case and the evidence available.

14. Off-site behaviour

Schools have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" as set out in 'Behaviour in schools' (DfE, 2024)

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

In such incidents if the behaviour of a pupil outside of school meets the school criteria for suspension or exclusion then the Head may decide to apply these measures.

15. Behaviour Management

15.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.
They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school mission statement, virtues and their own classroom rules
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - 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

15.2 Physical restraint

The school ensures that in any instances of restraint, all guidance contained within the 'Restrictive interventions, including use of reasonable force, in schools' DfE, April 2026, is followed.

All members of school staff have a legal power to use reasonable force, as defined in section 93 of the Education and Inspections Act 2006.

This power applied to any member of staff at school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

1. Causing injury to themselves or others
2. Committing a criminal offence
3. Damaging property
4. Causing disorder among pupils at the school, whether during a teaching session or otherwise

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. In deciding to use a restrictive intervention, an adult must consider the following questions before employing any strategies:

- Is it necessary?
- Is it proportionate?
- Has the pupil's welfare been considered?

Types of restrictive intervention:

- Seclusion – a non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving. This is different to if a child is secluded in response to deliberate or wilful misbehaviour.
- Restraint – a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides (physical) or moving their crutches (non-physical)

Incidents of restraint 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
- Be notified to the headteacher, or in their absence, the most senior member of staff in school, at the earliest possible moment following an incident
- Be recorded and reported to parents – see below

Restraint must not:

- Be used as a form of punishment, which would be illegal
- Affects a child's airway, breathing or circulation

Recording and Reporting:

- All significant incidents of staff using force on a pupil, or any use of seclusion or non-force related restraint should be recorded, as soon as possible after the incident and no later than the same day
- This should be done via the dedicated GoogleForm, accessible from the staff portal on the school website, which includes
    - The names of the pupil and staff member(s) directly involved
    - Relevant circumstances including if the pupil has a disability or SEN need
    - Date, Time, Location and Duration of intervention
    - Account of the incident, including what led up to the incident, de-escalation strategies used, what type of force was applied, degree of force and details of any physical injuries sustained

    - Account of why force was assessed to be necessary
    - Any post incident support, e.g. medical treatment/well-being treatment
    - Details of notification to parents
- Parents of the child should receive the following information, in writing, ideally on the same day:
    - Date, Time, Location and Duration of intervention
    - Account of why the intervention was assessed as necessary
    - Account of what type of force was applied, and the degree of force
    - Details of any physical injuries sustained, if applicable
- It is best practice to have a follow-up discussion with parents in relation to the incident.

Please note that if it is believed that informing a parent would likely result in serious harm to the pupil, that parent may not be informed. In this instance, the incident must be reported to any parents(s) who it can be reported to without resulting in significant harm, or, if there are not, the local authority.

A significant incident is defined as where the use of force goes beyond appropriate physical contact between pupils and staff (as described in section 15.3). This includes when physical force is used to implement a non-physical restrictive intervention.

15.3 Other physical contact with children

All Souls does not have a 'no contact' policy and does not grant any requests by parents or staff not to use reasonable force and or other restrictive interventions.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- The school's safeguarding and child protection policy
- The applicable circumstances, such as whether there are other adults present
- The pupil's age
- Other factors, such as if the pupil has SEND or other vulnerabilities

As with restrictive interventions, staff should ensure that there is a clear case for the use of physical contact

15.4 Confiscation, screening and searching

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

Confiscation

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

Prohibited items may include (no exhaustively) knives or weapons, alcohol, illegal drugs, stolen items, tobacco products, vapes, fireworks, pornographic images or any article a staff member reasonable 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)

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/carers, if appropriate. This may include possessions from home or mobile phones/electronics which should not be brought in to school and kept in children's possession.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Any searches will be conducted in accordance with the guidance from the DfE on searching, screening and confiscation.

16. Pupils not wearing the correct school uniform

The school's uniform policy is designed to create an environment which is orderly, smart, distraction free and safe, and where all pupils are equal. We believe that our principles around uniform are fair and balanced and not too onerous on parents. The uniform expectations are regularly communicated with parents and are available on the school website.

There are occasions, however, where pupils' presentation at school falls short of the expectations of the school and, in these instances, the school's response falls under the scope of this behaviour policy.

Examples of where a pupil's presentation may fall short of the uniform expectations:

- Wearing a non-school jumper
- Not having a correct PE kit in school
- Wearing trainers or inappropriate footwear to school
- Bringing personal items into school
- Wearing inappropriate clothing on non-uniform days
- Having a skirt length which is above the knee
- Wearing 'smart' devices
- Wearing makeup to school

This list is non-exhaustive.

When making a decision as to how to rectify a situation in relation to incorrect uniform, members of staff will take into consideration the following:

- The impact that it may have a child's ability to participate fully in school activities
    - For example – will it limit their ability to participate in PE
- The impact that it may have on other members of the school community
    - For example - will others in the class think that they may also wear/do this?
- The frequency of the incorrect unform
    - For example – has a PE kit been missing for multiple lessons?
- The needs and circumstances of the particular child
    - For example – do home finances make it difficult to purchase a full uniform?

Members of staff may take the following actions in response to incorrect uniform, dependent upon the circumstances and detailed above:

- Send a note home detailing how a child's unform has fallen short of expectations
- Issue a warning
- Following a warning, including letter home, issue a Stage 1
- Ask for the removal of items e.g. jewellery/makeup
- Confiscation of items until a suitable time for it to return home
- Provision of items of clothing held at school to be worn during school hours
- Provision of a school PE kit
- Withdrawal of opportunities to represent the school
- Withdrawal of privileges of positions of responsibility

In instances of repeated choice not to follow the school's uniform policy and where other avenues to remedy the situation have failed, the headteacher reserves the right to suspend a pupil for not following the school uniform policy.

17. SEND/Pupil support

17.1 Recognising the impact of SEND on behaviour

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil and the school recognises that pupil's behaviour may be impacted by a special educational need or disability.

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 any substantial disadvantage to a disabled pupil being 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

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

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

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.

17.2 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/carers to create the plan and review it on a regular basis.

17.3 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

18. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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 start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

The school will also support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and wider school culture.

19. Roles and Responsibilities

Governors

- The governing body has the responsibility of setting down these guidelines on standards of discipline and behaviour and reviewing their effectiveness.
- The Governors support the Headteacher in adhering to these guidelines and in all attempts to eliminate bullying from our school, whilst still recognising that it is likely to occur in school from time to time.
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher should take this into account when making decisions about matters of behaviour.
- The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

Headteacher

- It is the responsibility of the Headteacher, to implement the school behaviour and anti-bullying policy consistently throughout the school ensuring that all staff are aware of the policy and how to deal with incidents of bullying
- The headteacher ensures that all children know that bullying is wrong and that it is unacceptable in school
- The headteacher sets the climate of mutual support and praise for success, so making bullying and poor behaviour less likely.
- When requested, the Headteacher should report the effectiveness of the policy to Governors.
- The Headteacher must ensure the health, safety and welfare of all children at all times.
- The Headteacher supports the staff by implementing the policy by setting the standards of behaviour and by supporting staff in their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

Teachers and Other Adults

- To ensure that the school mission statement is understood by all and enforced.
- Ensure their classes behave in a responsible manner at all times both within and outside of school.
- Have high expectations of our children with regard to behaviour and attitudes and insist on acceptable standards of behaviour, work, uniform and respect.
- Strive to ensure that all children work to the best of their ability.
- Treat each child fairly, and enforce the policy consistently ensuring that they monitor behaviours and relationships within the class, including where this involves liaising with other members of staff
- Treat all children in their classes with respect and understanding.
- Communicate with lunchtime staff and other staff to ensure procedures are consistent throughout the day & follow up any incidents involving their children.
- Teachers must take all forms of bullying seriously and put strategies in place to intervene to prevent bulling from happening.

- If teachers become aware of bulling taking place they must deal with it immediately, including informing the headteacher who will support them in dealing with the situation.
- Contact a parent if there are concerns about the behaviour or welfare of a child.
- Record and log behaviour incidents using the school's reporting system.

Parents

- The school collaborates actively with parents, to ensure that children receive consistent messages about how to behave at home and at school.
- We expect parents to support the School rules as defined above. Parents have an important role in actively encouraging their child/ren to be a positive member of the school
- Should the school need to use the sanctions in response to a child's behaviour, we expect parents to support the actions of the School.
- If parents have any concerns about how their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then the School Governors.
- Parents should raise concerns about hurtful behaviour or bullying directly with the school and not with the parents of other children involved or otherwise; they should certainly not address the issue with individual children. Whilst we recognise that parents who are friends may wish to resolve matters informally, they are advised that the school should be made aware of tensions and difficulties between children so that they cab ne supported appropriately.
- We try to build a supportive dialogue between the home and the school and inform parents immediately if we have concerns about their child's welfare or behaviour.

Pupils

- All pupils will be expected to show care and concern for others across the school community.
- With support, pupils are expected to develop a sense of responsibility for their own decisions and actions.
- Pupils are expected to show support towards other vulnerable children, those who have been bullied and those who have bullied.

20. Equality of Opportunity

Our approach to behaviour management is characterised and underpinned by a commitment to Equality of Opportunity. We do not deal with children in a different way 'just because they have a reputation,' nor will we assume that in any particular incident, the child is immediately to blame.

It is absolutely critical to the success of our approaches to behaviour management that ALL children believe that they have had a fair and honest hearing and that they have been dealt with in exactly the same way as other children would have been, given the same set of circumstances. That is not to say, however, that a child who has already been reprimanded for a particular problem and who has been warned as to his/her future conduct will be treated in the same way as a child for whom this is the first occurrence.

Equality of Opportunity is particularly powerful in the context of the reinforcement of positive behaviour. A child who is consistently 'good' must not be able to wonder why a child who has behaved appropriately is praised more than they have been.

21. Monitoring and review

It is the responsibility of the Headteacher, to implement the school behaviour policy consistently throughout the school.

When requested, the Headteacher should report the effectiveness of the policy to Governors.

This policy should be revised at least every two years from its last revision, in consultation with the governing body

22. Policy Update Log

2024-25	- 10. Addition of detail 'impact of any victims' in determining sanctions for poor behaviour - 11. Change of wording from 'For some instances….' To 'For instances…' in relation to consideration of suspension/exclusion for serious incidents - Addition of 'bullying, including online' to 'series' category of incidents in table - 13.1 additional detail as to when suspensions/exclusions will be considered - 14 updated wording to reflect 2024 'behaviour in schools' guidance
2025-26	- Inclusion of section 16 – response to incorrect uniform - Removal of Appendix in relation to COVID-19
April 2026	- 15.2 – Reference to new DFE statutory guidance - Updated definition of when force can be used - Types of restrictive intervention defined - -15.3 – new section added – other physical contact with children
2026-27	- Reference to sharing multiple stage 1s in a period of time with parents - Reference to provision of movement breaks for children missing entire break and lunchtimes or those issued a Stage 3 - Updated classification of low-level and moderate incidents - Reference to bullying using AI

23. Appendix A

1 – Stage 1 & 2 cards

All Souls' Catholic PRIMARY SCHOOL

STAGE 1

Name:_____

Year Group: _____

Date: _____

Reason for stage 1 :

READY RESPECTFUL SAFE

_____

_____

_____

_____

_____

_____

Signed (Adult): _____

Name (Adult): _____

All Souls' Catholic PRIMARY SCHOOL

STAGE 2

Name:_____

Year Group: _____

Date: _____

Reason for stage 2:

READY RESPECTFUL SAFE

_____

_____

_____

_____

_____

_____

Signed (Adult): _____

Name (Adult): _____