



Primary Behaviour Policy and Procedures

Date approved by Trust Board:	9th July 2024
Version:	01
Date revision approved by Trust Board:	N/A
Publication Scheme:	Trust Website
Next Review Date:	Autumn Term 2026
Policy Owner:	Executive Headteacher / Behaviour lead

1	Audience	3
2	Purpose	3
3	Policy Statement	3

4	Scope	5	
5	Values and Principles	5	
6	Requirements	6	
7	Definitions	7	
8	Legislation	8	
9	Related Policies	8	
10	Related Procedures	9	
11	Standards and Guidelines	9	
12	Supporting Information/Websites	9	
13	Contacts	9	
	Appendix 1: School Behaviour Procedures		10
1	Audience	12	
2	Purpose	12	
3	Overview	12	
4	Definitions	13	
5	Responsibilities including Leadership and Management	13	
6	School Systems and Social Norms	20	
7	Monitoring and Evaluation of School Behaviour	22	
8	Behaviour concerns requiring additional guidance	23	
9	Pupil transition	27	
10	Legislation	28	
11	Related Policies	29	
12	Related Procedures	29	
13	Supporting Information / Websites	30	
14	Contacts	31	

1 Audience

Any person having contact with a pupil that is on roll at a Nicholas Postgate Catholic Academy Trust school must have regard to this policy.

2 Purpose

The purpose of this policy is to ensure that every pupil acts and responds in a way that is conducive to the overall mission of a Catholic school in terms of ethos, values and aspirations for spiritual, social, emotional and academic well-being. It is important to note that teachers

are the adults in the room and the behaviour policy is there as a tool, so pupils can take responsibility for their behaviour and be successful in the classroom.

Jesus told us "I have come so that they may have life and have it to the full." John 10:10. This sums up the mission of a Catholic school which is to enable all members of the community to grow and develop so that they may live life to the full.

This policy establishes what is expected of staff in terms of always being consistent, fair and responsive in order to support pupils to maintain the expected standards of behaviour. This policy has been written with reference to Behaviour in Schools guidance (February 2024) and also Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2023) which sets out guidance for headteachers and staff in conjunction with the underpinning legal framework

This policy takes into account the requirements of the Diocesan protocols for academies within the trusteeship of the Diocese of Middlesbrough, set out in Preamble 4 – Educational Vision:

"A Catholic school's primary purpose is to support families in the education of their children. Schools strive to enable each child to attain personal excellence in their studies and through the formation of their human values and understanding of God's purpose in their life. Crossing the threshold of a Catholic school should be like entering into the nurturing comfort of a loving Christian family, where all experience welcome, feel valued and are challenged to grow."

3 Policy Statement

Behaviour in schools is everyone's responsibility. Good behaviour in schools is central to a good education and schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive.

Everyone that comes into contact with children and their families has a role to play. In order to fulfil this statutory responsibility effectively, everyone's approach to behaviour must be child centred.

Creating and maintaining high standards of behaviour requires all NPCAT schools to have or ensure:

- Creating a culture that promotes excellent behaviour with a clear vision of what good behaviour looks like;
- A culture whereby every pupil can learn in a calm, safe and supportive environment and protect them from disruption;
- Schools are clear about which behaviours are permitted and those which are prohibited;
- The school community promotes the values, attitudes and beliefs they promote and the routines and procedures that should be encouraged within the school community;
- A behaviour policy which promotes the vision, is implemented effectively and consistently and used to create a positive behaviour culture in which pupils are encouraged to reflect the values of the school;
- Safeguarding and Child Protection Procedures where each school must set out its statutory duties and procedures for staff to raise concerns, including child on child abuse;
- **Headteachers** who take responsibility for implementing the measures to secure acceptable standards of behaviour and ensure that behaviour meets the following national minimum expectation:

- a) The school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
 - b) School leaders visibly and consistently support all staff in managing behaviour through following the behaviour policy;
 - c) Measures are in place and both general and targeted intervention are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a SEND as required;
 - d) Pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated and proportionate action is taken to restore acceptable standards of behaviour;
 - e) All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils feel safe and are safe and everyone is treated respectfully and;
 - f) Any incidents of bullying, discrimination, aggression and derogatory language are dealt with quickly and effectively (Behaviour in Schools Feb 2024).
- Ensure the behaviour policy is aligned to the school's legal duties and standards to keep children safe and the welfare of children;
 - Ensure all staff are aware of the measures outlined in the behaviour policy, how they are implemented and that this is a key system to support behaviour in schools;
 - Ensure this policy is signed and read as part of induction procedures and staff CPD annually;
 - All staff are aware of their responsibility to follow guidance set out in Behaviour in Schools Feb 2024 and to safeguard children as outlined in [KCSIE 2024](#);
 - Schools act swiftly to circumstance which may endanger the welfare of a pupil or staff and take preventative measures to ensure this does not reoccur;
 - Regularly review the filtering and monitoring systems on school devices and networks to limit children's exposure to harmful online information;
 - A curriculum that provides a preventative education and an age-appropriate programme, which goes hand-in-hand with risk and helps pupils to recognise, understand, cope and develop resilience to the risks around them. This must include a PSHE curriculum that provides resources for identifying and supporting children in need of extra mental health support and teacher training modules on RSE, RE or health-care topics, and non-statutory implementation guidance;
 - As a relevant agency, work together with the local safeguarding partnership to develop strong and effective multi-agency arrangements. For local arrangements to be effective, schools should engage organisations and agencies that can work in a collaborative way to provide targeted support to children and families, and a child's extra-familial relationships, and the impact of any abuse/neglect on siblings (intra-familial harm);
 - Effective transition planning so that children do not 'fall through the net';
 - Monitoring and evaluation systems to ensure the effectiveness of processes;
 - Reporting of incidents using the school MIS system/ CPOMS as outlined in the school procedures.

4 Scope

All staff working with our children and young people, whether or not employed by the Trust, are expected to comply with the Trust ethos for behaviour and to have regard to the behaviour policy and procedures within each school. This includes all directors, governors, employees, including casual and agency staff, self-employed or contractual workers and volunteers.

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional behaviour challenges. Governing bodies and Trust employees should recognise that additional barriers can exist when recognising behaviour incidents in this group of children, which can include:

- assumptions that indicators of behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies, employees and proprietors of these settings are aware of the additional support and vigilance required, including the education of children with health needs that cannot attend school.

5 Values and Principles

Principles	What this means for NPCAT schools
Nurturing	Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
Perseverance	Promote children's behaviour and prevent concerns from escalating.
Courage	Provide help for children. Challenging decisions, practice or actions which may not effectively ensure positive behaviour or well-being of a child.
Ambition	Identify concerns early.
Tolerance & Respect	Always to act in the best interest of the child.

6 Requirements

All NPCAT policies and procedures in respect of behaviour management in schools ensures we will be up to date and in line with:

- [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
- DFE Statutory Guidance
- [KCSIE 2024](#) Keeping Children Safe in Education
- [Alternative Provision Statutory Guidance for Local Authorities January 2013](#)
- [Working Together to Safeguard Children 2023 - GOV.UK](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

The policy must be accessible to all staff through the schools' websites and the staff areas of the Trust's intranet.

The School's Behaviour Procedures must follow the Trust template and reflect the school's reporting structure where there is a behaviour concern. The procedures will be reviewed regularly to ensure compliance with statutory requirements and good practice. The School behaviour Procedures must be made available via the schools own website.

Where there is a behaviour concern, governing bodies and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be transparent, clear, easily understood, well promoted and easily accessible for pupils, staff, parents/carers to confidently report a concern or abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. The Trust, under the responsibility of each Headteacher, will ensure that the arrangements for behaviour are secure and robust and that any shortfall is rectified.

In addition, governing bodies are responsible for ensuring that legislation and guidance is adhered to by the Headteacher and senior leaders within a school and that all of the necessary behaviour procedures are in place within the setting. Failure to comply with Trust overarching policy in respect of behaviour and safeguarding may result in disciplinary action.

The **Headteacher** is aware of their obligations under:

- the Human Rights Act 1998 (where it makes clear that being subjected to harassment, violence, may breach children's rights);
- the Equality Act 2010 (which stresses that schools and colleges must not unlawfully discriminate against pupils because of their protected characteristics, and how such pupils are supported, including making reasonable adjustments for disabled pupils, for instance taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence and sexual harassment).
- the Public Sector Equality Duty (PSED), (whereby significant decisions made or procedures developed, consideration must be given to the inequality implications of these, for example, pupils may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying, or racial discrimination).

Trust standards officers and executive leaders and headteachers also have responsibility for ensuring that Headteachers and senior leaders are held to account for all aspects of behaviour management and most importantly that all legislation, guidance and procedures work effectively in practice by the whole workforce has been given the additional time, funding, training and resources and support needed to carry out their role effectively.

Each **Headteacher** will be responsible for reporting to their own Local Governing Body and for providing the Trust's standards officers with information to allow a summary of all activity to be reported to the Trust's Board.

The Trust has appointed a **Head of Behaviour and Attitudes** who, will oversee that local governors responsible for safeguarding are working effectively with each of our schools' to ensure all our children and young people are safeguarded from bullying, harm and abuse, and that where concerns arise these are dealt with swiftly and professionally.

Equality and Pupil Support

Schools recognise the 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 concerned.

The school's SENDCo will 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 guidance 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 where appropriate.

7 Definitions

Directors	The members of the Trust Board of Directors of the Nicholas Postgate Catholic Academy Trust company. There is a separate code of conduct document for the directors of the Trust.
Local Governing Body	Local Governing Body (LGB) ,or any other committee operating at a
Body	local level, i.e. an Interim Advisory Board (IAB).
Governors	Governors of the local governing body, or any other committee operating at a local level, i.e. an Interim Advisory Board (IAB).
Trust Central Services Team	Employees of the Trust with responsibilities for central services.
Child-centred	At all times, to consider what is in the best interests of the child.
PSHE	Personal, Social, Health and Economic Education
RSHE	Relationship & Sexual Health Education

8 Legislation

The overarching responsibilities for behaviour and to protect children from harm are set out in legislation, as follows:

- [Education and Inspections Act 2006, Section 89](#) provides information whereby the Headteacher must determine measures to promote self discipline, encourage good behaviour and prevent bullying;
- [Equality Act 2010, Section 20](#) imposes a duty to make reasonable adjustments;
- The Children Act 1989, provides the section 17 duty to safeguard and promote the welfare of children who are in need and provides the section 47 duty to investigate whether a child is at risk of serious harm;
- The Education Act 2002 (section 175 (maintained schools), the Education (Independent School Standards) Regulation 2014 (including Academies/Free Schools) and the Education Non-Maintained Special Schools (England) Regulation 2011, sets out the standards for safeguarding functions for children and young people in all settings, which schools have a statutory duty to ensure that they meet;
- [Children and Families Act 2014 - Section 66](#) establishes the duty imposed for schools to use its best endeavours to secure SEN provision called for by the pupil's need;

- [Section 29 - Children and Families Act 2014](#) for schools to cooperate with Local Authorities;
- [Section 42 - Children and Families Act 2014](#) duty to secure SEN and health care provision in accordance with EHC plan.

9 Related Policies

- NPCAT Child Protection and Safeguarding Policy
- NPCAT SEND Policy
- NPCAT Complaints Policy
- NPCAT Health & Safety Policy
- NPCAT Risk Management Policy
- NPCAT Remote Education (Online Learning) Policy • NPCAT ICT Systems Acceptable Use Policy (Pupils) • NPCAT ICT Systems Acceptable Use Policy (Employees, Governors & Visitors)
- NPCAT Recruitment Policy
- NPCAT Confidential Reporting (Whistleblowing Policy)
- NPCAT Adult Allegations and Low-Level Concerns Policy
- NPCAT Disciplinary Policy
- NPCAT Performance Capability Policy for Headteachers
- NPCAT Induction of New Staff Policy
- NPCAT Social Media Policy

10 Related Procedures

- Complaints Procedures
- Remote Education (Online Learning) Primary Protocol
- Code of Conduct for Staff
- Code of Conduct for Governors of a Local Governing Body
- Adult Allegations and Low-Level Concerns Policy

11 Standards and Guidelines

Those within NPCAT who have responsibilities defined within this policy will carry out their duties with regard to the Trust's Equality Statement and commitment to abide by the Equality Act 2010:

- Accepting our legal duty to ban unfair treatment and achieve equal opportunities in the classroom, the workplace and in wider society.

We have regard for our duty to:

- Eliminate unlawful discrimination, harassment and victimisation; • Advance equal opportunity; • Foster good relations.

12 Supporting Information/Websites

[Behaviour in schools - GOV.UK](#)

[School suspensions and permanent exclusions - GOV.UK](#)

13 Contacts

Mr Michael Burns
Executive Headteacher / Behaviour
Nicholas Postgate Catholic Academy Trust
Postgate House
Saltersgill Avenue
Middlesbrough
TS4 3JP

Tel: 01642 529200
Email: burns.m@npcat.org.uk

Appendix 1: School Behaviour Procedures

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Behaviour Procedures

1	Audience	12
2	Purpose	12
3	Overview	12
4	Definitions	13
5	Responsibilities including Leadership and Management	13
6	School Systems and Social Norms	20
7	Monitoring and Evaluation of School Behaviour	22
8	Behaviour concerns requiring additional guidance	23
9	Pupil transition	27
10	Legislation	28
11	Related Policies	29
12	Related Procedures	29
13	Supporting Information / Websites	30
14	Contacts	31

1 Audience

- 1.1 These are the behaviour policy and procedures for **St Joseph's Catholic Primary**.
- 1.2 They apply to all staff working within the school, pupils, parents, visitors to the school and the Governing Body.

2 Purpose

- 2.1 These procedures inform staff and others about the expectations of effective Behaviour management to ensure all the pupils within the school are supported to manage their behaviour positively and in line with statutory guidance.
- 2.2 They are intended to promote a whole school culture and values manifested through the behaviour of all its members. High standards and clear rules should reflect the values of the school and outline the expectations and consequences of behaviour for everyone.
- 2.3 They explain the requirements of staff and others in encouraging good behaviour and respect for others; secure an acceptable standard of behaviour of pupils; promote, among pupils, self discipline and proper regard for authority; prevent all forms of bullying (cyberbullying, prejudice-based and discriminatory bullying) and regulate the conduct of pupils.
- 2.4 This ensures early and additional help is readily identified to prevent an escalation in the gravity of concern for a child's needs, and that child protection concerns are acted on appropriately and in a professional manner, at all times acting in the best interests of the child.
- 2.5 Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, no single practitioner can have a full picture of a child's needs and circumstances. The procedures ensure everyone who comes into contact with children and their families has a role to play.

3 Overview

- 3.1 The procedures embed the policy of a culture of vigilance that is required to ensure there is a culture in schools to support pupils to behave well and the powers of staff when responding to misbehaviour. Creating a culture with high expectations of behaviour will benefit both staff and pupils, establishing calm, safe and supportive environments conducive to learning. They establish the commitment of the school and the Trust to protecting all children, by calling attention to the importance of good behaviour systems and management in line with legal requirements. They promote the ethos of Catholic and Christian life where children and young people can flourish, have positive experiences and stay safe.

St. Joseph's was founded upon the Christian belief that each child is a unique gift of a loving God, created in His image and deserving of dignity and respect (Human Dignity). Our mission is to develop the whole child and to nurture an inclusive environment where every child feels that they belong and can flourish within a community that seeks the Common Good.

St Joseph's Catholic Primary School aims:

- To create a culture of exceptionally good behaviour.
- To ensure that all learners are treated fairly and with respect.
- To have consistently high expectations of all pupils.
- To support pupils in developing excellent attitudes to learning.
- To create a climate of high expectations.
- To positively teach pupils to take responsibility for their own learning, behaviour and conduct.

Responding to good behaviour

Within St. Joseph's Catholic Primary School, our behaviour policy is underpinned by restorative practice, positive recognition and rewards. We recognise the worth of each child as a child of God and seeking to restore relationships with compassion and justice. It provides an opportunity for all staff to reinforce the school's culture, mission, Catholic ethos and values.

Positive reinforcement and rewards are applied consistently, clearly and fairly to reinforce the school's expectations and the norms of our behaviour culture.

- Class recognition and House points - These are given for good behaviour or work, and lead to an individual reward or treat such as extra playtime/ or an activity in class.
- Weekly certificates - These are given for clear demonstration of one of our school values and are given out weekly. The Headteacher Award is given out to one child demonstrating exemplary behaviour in line with our school values each week.
- Recognition in the newsletter or on social media for pupils' achievements or participation in activities such as sports or charitable works.
- Bringing good work to show the Headteacher or another adult in school.

4 Definitions

Mental Health	Refers to a person's emotional, psychological and social well being. A person's mental health can change on a daily basis and over time, and can be affected by a range of factors.
Reasonable Force	The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as

	standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.
CPOMS	Child Protection Online Management System. CPOMS is a software solution that allows quick, easy and secure recording of the information for a child in one place.
Child on child abuse	Inappropriate behaviours between children that are abusive in nature including <u>physical</u> , <u>sexual</u> , or <u>emotional</u> abuse, <u>exploitation</u> , <u>sexual harassment</u> , all forms of <u>bullying</u> , coercive control, hazing/initiation rituals between children and young people, both on and offline (including that which is within intimate personal relationships).
Suspension and Permanent exclusion	Headteachers can use suspension in response to a serious incident or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.
Managed Move	Transfer of a pupil to another mainstream primary permanently
Bullying	The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.
SEND	Special educational need and/ or disability
EHCP	Education, health care plan

5 Responsibilities including Leadership and Management

5.1 DfE Behaviour in schools guidance stipulates that the proprietor of an Academy school is required to ensure that a written policy to promote good behaviour among pupils is drawn up and effectively implemented (Education Regulations 2014).

5.2 It is the responsibility of the Trust lead for Behaviour to define this policy and regularly evaluate its effectiveness in conjunction with Headteachers and fellow Trust Standards Officers. The Trust lead for Behaviour should draw on internal and external evidence of best practice and sustainable impact to inform both of these aforementioned functions.

5.3 The Chief Executive Officer of the Trust and the Directors will hold the Standards Officer for Behaviour to account to ensure the Behaviour policy is fit for purpose and implemented effectively across all schools.

5.4 The Headteachers of each primary school will ensure the behaviour policy is well understood by staff, parents and pupils, and that it is consistently applied in their school (Behaviour in schools February 2024). Headteachers will promptly address

any breaches of good conduct and behaviour, using informal procedures where possible but implementing formal procedures where necessary.

5.5 The role of teachers and staff

- 5.5.1 All staff must ensure their approach to behaviour is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
- 5.5.2 Staff who work directly with children must read: [Behaviour in schools Feb 2024](#)
- 5.5.3 It is the responsibility of all staff to familiarise themselves and comply with this policy and procedures in accordance with relevant professional standards.
- 5.5.4 The Teachers' Standards 2012 state that teachers (which includes Headteachers) Should: manage behaviour effectively to ensure a good and safe learning environment.
- 5.5.5 Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour.
- 5.5.6 Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed.
- 5.5.7 Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- 5.5.8 All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- 5.5.9 Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
- 5.5.10 Staff should also receive clear guidance about school expectations of their own conduct at school.
- 5.6 The role of the behaviour lead in school
- 5.6.1 The Behaviour Lead is Gerard Eddy
- The responsibilities of the role are listed below.
- 5.6.2 Manage behaviour incidents:
- Ensure children experiencing behavioural issues are supported in school;
 - Be aware of pupils who have support from external agencies and disseminate information, as appropriate to staff, to ensure the educational needs of the pupil are being met and to ensure the pupil is being monitored and is kept safe;
 - Keep detailed, accurate, secure written records of concerns and referrals, using an approved NPCAT recording system, such as CPOMS;
 - Ensure staff are aware of the importance of the accurate recording of information, including concerns, discussions, decisions made, and reasons for those decisions, with timely actions and outcomes;
 - Manage any part time provision, timetable variation or AP provision.

- 5.6.3 Work with others:

- Act as a point of contact for staff in school;
- Liaise with the Headteacher regarding issues including suspensions and exclusions;
- Have a working knowledge of how local authorities conduct exclusions, suspension and Alternative Provision;
- Work with the DSL if the child is receiving support through Child Protection, Child in Need or Early Help. Refer any concerns to the DSL;
- Inform the DSL where there is an allegation of abuse (or low-level concern) against a member of staff, including supply staff, volunteer or contractor, and in act accordance with Part 4 of KCSIE by liaising with the local authority designated officer (LADO);
- Act as a source of support, advice and expertise for all staff;
- Where required, raise professional challenge with external agencies and provide support to staff to escalate any concerns;
- Work collaboratively with the School Attendance Lead and the central trust attendance team to monitor attendance carefully and address poor or irregular attendance without delay, including children missing from education, and act in accordance with the Trust Attendance Policy and School Attendance Procedures;
- Be aware of all school excursions and residentials and clarify with the appropriate group leader(s) their role and responsibility in connection with behaviour during the visit;
- Be aware of pupils that are subject to Alternative Provision and Part-time provision and that there are adequate plans in place that are routinely monitored and reviewed.

5.6.4 Sharing information:

- Understand the importance of information sharing within the school and with external agencies where appropriate;
- Ensure staff have an understanding of confidential information sharing and that the GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.

5.6.5 Staff Induction, development and support:

- Ensure all staff undertake behaviour training and know school policy and procedures. Leaders will also ensure staff have adequate training on how SEND or mental health needs may affect pupil's behaviour;
- School leaders should consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy. This should be aligned with the Early Career Framework and the National Professional Qualification In Leading Behaviour and culture (NPQLBC);
- Ensure some staff are trained in Positive Behaviour Handling;
- Ensure all new staff are inducted clearly into the school's behaviour culture to ensure they understand rules and routines and how best to support pupils;
- Ensure staff have access to any relevant updates;
- Ensure there is a log of CPD;
- Provide adequate training on SEND or mental health needs which may affect pupil's behaviour at times. [Mental health and behaviour in schools - GOV.UK](#).

5.6.6 Raise Awareness:

- At the beginning of the school year, ensure that all staff, as a minimum, read and sign to say that they have read and understood the NPCAT Behaviour Policy and the School Behaviour Procedures; the NPCAT Safeguarding and Child Protection Policy; the NPCAT Code of Conduct for Staff, the NPCAT Attendance Policy and SEND policy;
- Ensure that any newly inducted staff, or staff returning to work following the commencement of the new school year, have read and understood the above;
- Help to promote educational outcomes by sharing the information about the child's behaviour with teachers and school leadership staff. This should include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Liaise with the Local Authority and Alternative Provision providers to support those pupils who have support.
- **We acknowledge our legal duty to make reasonable adjustments for any vulnerable children; for example disabled children and children with special educational needs (SEN)**
- **Children on part time timetables will have a bespoke risk assessment and plan to support with agreed behaviours.**

5.6.7 Online safety / Cyberbullying:

- Ensure that the school has appropriate filtering and monitoring systems in place to limit children's exposure from harmful online information from the school's IT system and devices;
- Ensure that education around online bullying is built into the curriculum and the school has digital leaders who are ambassadors for this;
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and that staff are confident they have the capability to support SEND children to stay safe online.

5.6.8 Child's Voice:

- Encourage staff to adopt a culture of listening to children and taking account of their wishes and feelings;
- Ensure staff are aware that children may not feel ready or know how to tell someone how they feel or why they are behaving in a particular way and the best way for staff to build trusted relationships with children to facilitate communication.

5.6.9 Working with parents/carers:

- Ensure the Trust Behaviour policy is available on the school website;
- Parents/carers sign and enter into the schools home and school agreement;
- Provide opportunities for parents/carers to learn about managing behaviour and have access to appropriate resources to help keep their children safe when online, including ensuring the school website and social media includes sufficient information and resources for parents/carers;

- Ensure that there are systems in place to alert parents/carers of any concerns, including concerns that may put children at risk within the wider school community.

5.6.10 Teaching behaviour (Pupils):

- Ensure there is a clear set of behaviour expectations/golden rules which the children know and understand;
- Ensure pupils have knowledge of behaviour rules and procedures;
- Ensure that there is a preventative programme of Personal, Social, Health and Economic Education, Relationships and Sex Education and Health Education;
- Ensure that pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society;
- Children are taught about how to behave online, including online, and this information is presented in an age-appropriate way.

The role of Leaders of Learning (Teaching Staff):

- Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour.
 - Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed.
-
- Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
 - All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
 - Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
 - Staff should also receive clear guidance about school expectations of their own conduct at school.
 - To build positive, caring relationships with every pupil so that they feel valued, understood, safe and cared for.
 - To build and maintain positive relationships with parents and carers.
 - Ensure that school systems and structures are followed consistently and pupils treated fairly.
 - To investigate behaviour incidents rigorously and ensure closure on all incidents.
 - For every child to receive regular verbal praise and positive written praise.

- To maintain a safe, organised and stimulating learning environment where pupils have access to resources that support their learning.
- To model and teach emotional literacy to help children interact positively and deal with issues through PSHE lessons.
- To ensure quality first teaching every day with lessons that are well planned and resourced so that they challenge and inspire all learners and meet their needs.

5.6.11 Governance:

- Provide termly behaviour updates to the Governing Body which include reference to racist, homophobic and gender incidents;
- Ensure there is routine and planned overview of the school's behaviour records and incidents of positive behaviour management with the Link Governor and subsequent actions and learning;
- Ensure that Governors have completed the Trust Link governor training.

5.6.12 Impact and Evaluation:

- Provide staff with the opportunity to demonstrate the move from compliance of behaviour management and systems; towards impact and the effectiveness of intervention to manage children's behaviour effectively;
- Ensure that there are suitable logs/audit trails available to demonstrate the effectiveness of behaviour management in school, such as minutes from staff meetings and weekly vulnerable learners meetings;
- Regularly seek the views of the school's behaviour management and procedures from pupils, parents/carers, staff and any other relevant stakeholders;
- Ensure that learning lessons from behaviour management systems (including low-level concerns) inform the school improvement plan.

5.7 The role of the behaviour governor

5.7.1 The Governor with responsibility for Behaviour and Attitudes is **Jen Nicholson Finlinson**

5.7.2 The role of the governor is to help ensure that behaviour management, policy is effective and not to carry out the work of the Behaviour lead. This means that it is not appropriate that decisions about individual cases should be reviewed by the behaviour governor. They must provide clear advice and guidance to the headteacher on which the school behaviour policy can be based.

5.7.3 This is particularly relevant in respect of teachers' powers to search, to use reasonable force and to discipline pupils for misbehaviour outside school.

5.7.4 The role is specifically around strategic issues to:

- Ensure that the allocation of funding and resources is sufficient to meet the current needs of the school, including those children who receive high needs funding;
- Ensure the Trust governance self-assessment tool and governor link visit report demonstrates fully and accurately the arrangements in place and any action to progress areas of weakness or development in the school's management of behaviour;

- Ensure that the governing body receives training to clarify their role in and to support their quality assurance of the systems in place and the schools responsibility to carry out Searching, screening and confiscation in line with DfE policy July 2022 and the Equality Act 2010;
- Ensure that the governing body is aware of the **North Yorkshire** procedures and the need for the school to understand their role in effective multi-agency working;
- [Behaviour and discipline in schools - Guidance for governing bodies.](#)

5.8 The role of parents

5.8.1 Parents and Carers are responsible for:

- Supporting their child in adhering to the pupil code of conduct;
- Informing the school of any changes in circumstances that may affect their child's behaviour;
- Supporting the schools behaviour policy and reinforce this at home;
- Supporting the school in celebrating their child's successes;
- Attend school events to help understand the behaviour policy;
- Discussing behavioural concerns with the class/form teacher promptly, informing the school of any agencies currently/will be working with their child and informing the school of any out of school successes that can be shared with the school and wider community;
- Supporting the school in attending any pastoral work following misbehaviour, including reintegration meetings, reviews of behaviour interventions.

5.8.2 When requested by the school, parents and carers should join school meetings to discuss their child's behaviour.

The role of parents:

The role of parents is crucial in helping schools develop and maintain good behaviour. Parents will:

- Support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture.
- Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.
- Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy.
- To have regular discussions with the class teacher and other appropriate school staff about their child's wellbeing.
- To attend parents' evenings, meetings and activities that support their child's learning/behaviour.
- To be aware of the events taking place in school via the School website.

5.9 The role of pupils

- 5.9.1 Pupils should be made aware of the school behaviour standards, expectations, support and sanctions or consequences.
- 5.9.2 Pupil's views should be gathered at least annually and asked about their experience of behaviour and provide feedback to inform school improvement.
- 5.9.3 Provision should be made to support pupils new to school to ensure they understand the school's behaviour policy, culture and ethos. Support should be given for mid - year admissions.

Our school pupil groups and buddy system supports children new to school and settle quickly into expected behaviours.

The role of pupils:

- All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.
- To achieve this, every pupil should be made aware of the school behaviour standards and expectations.
- Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.
- Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. Pupils can share their worries or feedback via regular Pupil voice groups; class circle time or via leadership groups.
- Provision should be made for all new pupils to ensure they understand the school's behaviour policy and wider culture.

6 School Systems and Social Norms

- The staff member must record in writing the concerns, discussions and decisions made on CPOMS. If a staff member does not have access to CPOMS they must discuss this with the Behaviour Lead;
- The Behaviour Lead must decide what action to take and whether to make a referral to external agencies;
- Where a child is to be suspended or excluded the headteacher must make this decision and follow the procedures in the NPCAT Exclusions policy and DfE guidance;
- If the child has a social worker or early help worker, the Designated Safeguarding Lead must contact the worker if the incident is significant to warrant this;
- The staff member must record all discussions, decisions made and concerns on CPOMS and the behaviour lead may need to address follow up actions;
- The Behaviour Lead must notify the SENDCo where the concern involves a child that has special educational needs, requires support with a medical condition, or has disabilities that make them vulnerable and they can face additional safeguarding challenges, such as:

6.1 School Reporting Procedure: **Responding to good behaviour**

- 6.1.1 Within St Joseph's we recognise that the using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture, mission, Catholic ethos and values. Positive reinforcement and rewards are applied consistently, clearly and fairly to reinforce the schools expectations and norms of the school behaviour culture.

At St Joseph's we believe that outstanding behaviour and attitudes to learning are achieved through showing the children that they are loved and through the use of positive reinforcement. The following is a list of rewards that will be used at St Joseph's:

Celebration Assembly

A weekly assembly in which our school community gathers together, takes place in school to celebrate the achievements of the children at St Joseph's.

Staff nominate several awards including:

- Star of the week
- St Joseph's Headteacher Award based on school values
- Reading Prizes
- Sports awards

6.2 School Reporting Procedure: **Responding to misbehaviour**

6.2.1 The school behaviour policy offers the guidance staff should use in responding to misbehaviour. They should respond predictably, promptly and assertively. The first priority is to ensure the safety of all pupils and restore a calm, safe and orderly environment. Misbehaviour should always be dealt with in a fair, proportionate and consistent manner in order that pupils know with certainty that misbehaviour will always be addressed. These procedures aim to prevent the recurrence of any misbehaviour.

Strategies to support this may include:

- a) Deterrence: sanctions can be effective deterrents;
- b) Protection: keeping pupils safe is a legal duty of staff;
- c) Improvement: Pupils should be supported to understand and follow the rules.

Responding to misbehaviour

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Maintaining a positive culture requires constant work and schools should positively reinforce the behaviour which reflects the values of the school and prepares pupils to engage in their learning. Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions. With the main aim of being restorative.

Positive Reminder

It is our expectation at St Joseph's Catholic Primary School that all children will follow the agreed school rules and expectations at all times in the classroom, around school, outside and when walking home. If a child does not follow a school rule they will be given a positive reminder. This will be followed by a behavioural reminder which refers positively to our school rules such as 'We always listen carefully and follow instructions in school.'

First Warning

If after this positive reminder has been given, the child's behaviour does not change, they will be given a first warning. This is then followed by a behavioural reminder which refers positively to our school rules.

Second Warning

Speak to the child privately. Explain they have still chosen not to keep the rules so they must now speak to you for a few minutes. Explicitly model expectations again and remind of previous good examples of behaviour. Warn that if they break the rules again then they will need to miss all of playtime.

Third Warning

Explain they have continued to choose to break the school rules so they need to think about their behaviour choices in another classroom. Explain the expectations of behaviour and remind of previous successes.

Warn that any breaking rules in alternative classroom will mean getting sent to the Headteacher

Referral to the Headteacher

The HT is informed and the child completes reflection time supported by the HT. Parents may be informed and a pastoral meeting may take place at the end of that day/morning of the next day. The child works outside the classroom for the rest of the day. The child continues to be monitored by HT. Parents are informed and the incident is recorded on CPOMS.

Reasonable adjustments to the behaviour steps are made for classroom and break times for SEN pupils.

Steps may be missed and children taken to senior leader/ teacher whereby they enter 'crisis mode'.

Additional support is offered to children who experience crisis points: Examples of this support

and steps taken include:

- Immediate risk assessment of the surrounding areas and if it is deemed that the child or other children are at risk, the child is appropriately moved to an area of safety.
- Adult to remain with the child whilst they are in crisis; this is to safeguard the pupil.
- Once the child is in the recovery crisis phase, the adult will continue to remain with the child.
- Adult will then support the child through a 'Restorative Practice' session.
- HT to ensure that the Parent/Carer of the child is informed.
- Support recorded in school through the use of CPOMS.

6.3 School Reporting Procedure: Acceptable forms of sanction

6.3.1 When considering whether a sanction is reasonable, it must be considered if it is proportionate in the circumstances of the misbehaviour; consider any circumstances related to SEND, religious requirements and take into account the well being and mental health of the child.

Sanctions used in St Joseph's are outlined in the steps above. At times more serious sanctions need to be put in place. These are discussed with parents. Where something is deemed unsafe or dangerous an immediate suspension or in most serious circumstances, permanent exclusion may be issued.

Suspensions/ Exclusions

Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

We are clear that professional judgement based on the individual circumstances of the case will be considered on whether or not to suspend/exclude a pupil. There are a variety of reasons of the types of circumstances, including: assault, use of a weapon, bullying, racism and abuse against sexual orientation/gender/disability, that may warrant a suspension or permanent exclusion - in all cases Headteachers will consider whether there has been a persistent breach or a serious breach of expected behaviours.

The Equality Act 2010 requires schools to make reasonable adjustments in relation to disability, medical or vulnerable children. School will make their 'best endeavours' to ensure the appropriate provision is made for pupils to support in relation to behaviour management.

6.4 School Reporting Procedure: Responding to the behaviour of pupils with Special Educational Needs or Disability (SEND)

6.4.1 At **St Joseph's** we consider carefully whether a pupil's SEND need has contributed to the misbehaviour and whether it is appropriate and lawful to sanction the pupils. Reference is made to the Equality Act 2010 and schools guidance.

Reasonable adjustments to support a child with SEND may include:

- **Bespoke timetable**
- **Adapted behaviour steps**
- **Lunchtime/break support**

6.5 School Reporting Procedure

Supporting pupils following a sanction

6.5.1 At **St Joseph's** pupils will always be supported to understand how to improve their behaviour and meet the expectations of our school.

These may include:

- Targeted discussion
- Phone call to parents
- Discussion with other staff members;
- Support for behaviour management.

7 Monitoring and Evaluation of School Behaviour

7.1 There are two main types of behaviours in school (in class and out of class) these need to be recorded so that data can be gathered to help school leaders implement effective strategies and make the necessary reasonable adjustments for pupils. This will help to intervene across key stages and help with smooth transitions to other settings.

7.2 At **St Joseph's** CPOMS is used to record all components of behaviour in school.

7.3 At **St Joseph's** behaviour is monitored and analysed by our behaviour lead/s and staff who monitor behaviour and how / when this happens. This is discussed regularly through both formal and informal meetings.

7.4 The data to be analysed include:

- Behaviour incident data;
- Incidence of removal from the classroom internal inclusion;
- Attendance;
- Permanent exclusion and suspension data;
- Managed moves;
- Pupils attending alternative provision / pupil support units;
- Incidents of searching, screening and confiscation;
- Staff voice, pupil voice, parents voice and any stakeholders on their perceptions and experiences of the school behaviour culture.

7.5 Data is analysed according to the context of each school and will be analysed at school level, group level and individual pupil level. Leaders will drill down to identify factors contributing to behaviour to provide appropriate support.

7.6 Data will also be analysed according to pupil groups and data by protected characteristics and use these findings to inform school improvement planning, policy and practice and to ensure St Joseph's meets its duties under the Equality Act 2010.

8 Behaviour concerns requiring additional guidance

8.1 All staff should have an awareness of safeguarding issues linked to changes in behaviour that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

8.1.1 Searching, screening and confiscation

- Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff;
- Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have

reasonable grounds to suspect that the pupil is in possession of items such as: knives and weapons; alcohol; illegal drugs; stolen items. If a pupil refuses to cooperate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly, seeking the advice of the headteacher or designated safeguarding lead (or deputy/learning lead);

- School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties;
- The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully;
- Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

This policy references DfE: Searching, Screening and Confiscation Advice for schools July 2022

8.1.2 The following items are banned in **St Joseph's** .

- Sharp objects or anything which could be deemed a weapon.

Searching and confiscation

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil such as: knives and weapons; alcohol; illegal drugs; stolen items.

If a pupil refuses to cooperate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly, seeking the advice of the headteacher or designated safeguarding lead (or deputy).

8.2 Use of reasonable force

All staff should be familiar with the guidance provided in DfE Use of reasonable force [Use of reasonable force July 2013](#)

- 8.2.1 There is no legal definition of reasonable force. The use of force can be regarded as reasonable only if the incident warrants it. The degree of force must be proportionate to the circumstances of the incident and the seriousness of the behaviour it is intended to prevent.

- 8.2.2 Incidents that may lead to the use of reasonable force include preventing pupils from hurting themselves or others, from damaging property or from causing disorder (DfE use of reasonable force July 2013).
- 8.2.3 Physical intervention should be a last resort and following every possible verbal instruction and de-escalation technique. The member of staff should keep communicating with the pupil prior to the incident and throughout the incident. A calm and measured approach is vital at all times.
- 8.2.4 Any physical intervention must be graded and offer appropriate opportunities for de-escalation throughout.
- 8.2.5 Although there is no formal obligation for training, members of staff that deal with serious incidents that risk well-being on a regular basis will be trained and rehearsed in managing conflict and aggressive behaviour including the use of reasonable force.
- 8.3 Suspensions and permanent exclusions
 - 8.3.1 The behaviour lead/ headteacher may arrange a full day in the removal from class. If a pupil is still unwilling to cooperate, causes further disruption and/or is disobedient the Headteacher will have no alternative but to issue a suspension as all alternative sanctions have been exhausted. This must be recorded and Local Authority & NPCAT procedures followed.
 - 8.3.2 All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers 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.
 - 8.3.3 Headteachers are responsible for using their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance](#). September 2023.
- 8.4 Managed moves
 - 8.4.1 Managed moves should only occur when it is in the best interest of the pupil to do so. If this move is temporary the off-site direction (as described in paragraphs 33-42 of the Suspension and Permanent Exclusion guidance) should be used.
 - 8.4.2 In addition advice should be sought from NPCAT head of Safeguarding and NPCAT Standards Officer for Exclusions and Suspensions.
- 8.5 Behaviour outside school premises
 - 8.5.1 Schools have the power to sanction pupils for misbehaviour outside of the school premises as is reasonable.

8.5.2 Where non- criminal poor behaviour [suspected criminal behaviour](#) and bullying occurs off the school premises or online which is witnessed by a staff member or reported to the school the school will take the following actions:

8.5.3 At **St Joseph's** conduct outside the school premises and online conduct may include:

- School educational visit or related activity;
- Travelling to and from school;
- When wearing school uniform;
- Any way which identifies the child with the school;
- Any actions which may have repercussions for the school;
- Actions which pose a threat to another pupil; or
- Actions which could adversely affect the reputation of the school.

Expected behaviours and conduct on trips/visits are outlined as part of our **Educational Visits Policy** appendices. These expectations are outlined to all children ahead of and during visits.

8.6 Child on child sexual violence and sexual harassment

8.6.1 At **St Joseph's** guidance from KCSIE (Part 5) is followed following any report of child-on-child sexual violence or sexual harassment offline or online and safeguarding procedures as outlined in the school/NPCAT Safeguarding and Child Protection Policy.

8.6.2 Schools should refer to the [Respectful School Communities: Self Review and Signposting Tool - Educate Against Hate](#) for advice and guidance.

8.7 Behaviour incidents online

8.7.1 At **St Joseph's** we are clear that the same standards of behaviour is expected online as offline and that everyone is treated with kindness, respect and dignity.

8.7.2 At **St Joseph's** online behaviour may include:

- Bullying;
- Use of inappropriate language
- Unkind messages;
- Soliciting and sharing of nude images and videos.

8.7.3 Where appropriate these incidents should be referred to the DSL or DDSL

8.8 Parental responsibility

8.8.1 At **St Joseph's** we recognise that parents are responsible for online behaviour incidents outside the school day and off the school premises, however we recognise that this can affect the school culture and will sanction pupils to ensure their behaviour online does not adversely affect the school or cause harm to another pupil.

8.9 Mobile phones

School has a mobile technology policy which outlines expectations for staff, pupils and parents in relation to use of mobile technology.

- Mobile technology may only be brought into school for legitimate reasons – such as KS2 pupils who walk home alone.
- Each day, mobile technology must be handed in to the school office to be locked away. Devices must be switched OFF.
- Mobile technology may be switched back on as pupils leave the school building – then placed into a pocket or bag.
- The taking of photographs or videos is NOT permitted by children or visitors as this may present a Data Protection breach eg if these images are then uploaded onto social networking sites.
- Mobile phones should NOT be left in school bags or coat pockets. If they are lost/stolen/broken, the school has no responsibility and is not liable for the return or replacement of the phone. The parent/child is responsible. Curriculum time cannot be spent investigating such matters.
- If a pupil has a form of mobile technology in school without permission, it will be confiscated and returned to the parents at the end of the day or when the parents come to school to collect it.

*Mobile technology is inclusive of but not restricted to mobile phones, Smart watches, ipads etc

8.10 Suspected criminal behaviour

8.10.1 At **St Joseph's** where criminal behaviour is suspected the headteacher, and staff member will make an assessment upon whether this should be reported to the police and the fully documented investigation should be logged on CPOMS. Advice and guidance from the schools safeguarding partner should also be sought.

8.10.2 **St Joseph's** behaviour policy will be followed to implement any sanctions, ensuring this does not interfere with police action.

8.10.3 A safer referral would also be made and reported to the DSL (**Gerard Eddy**) or the **DDSLs**.

8.11 Removal from classrooms

8.11.1 Removal is where a pupil, in response to serious misbehaviour, is required to spend a limited time out of the classroom at the instruction of a member of staff.

8.11.2 At **St Joseph's** removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents

should be informed on the same day if their child has been removed from the classroom.

8.11.3 **St Joseph's** recognises that the sanction is proportionate and whether the child has SEND.

8.11.4 Removal should be for the following reasons as outlined in [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

- a) *to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;*
- b) *to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and*
- c) *to allow the pupil to regain calm in a safe space.*

8.11.5 **Children will be supported by school leaders in line with our restorative practice following removal from the classroom in line with our behaviour steps to ensure a positive reintegration.**

8.11.6 All leaders will ensure that following any removal of a child from a classroom, that any assessments or reflection by the pupil is carried out to improve and avoid behaviour incidents in the future. If the child has a social worker then they will be informed by the DSL. Pupils should not be removed for prolonged periods of time without the agreement of the headteacher and this will be monitored by the headteacher.

9 Pupil transition

9.1 Preventing recurrence of misbehaviour

9.1.1 At **St Joseph's** we recognise the need to have a range of initial intervention strategies to help pupils manage their behaviour.
Pupils will be supported by key school staff who will be nominated on a case by case basis.

9.1.2 Where children require an additional level of support, are persistently misbehaving, their behaviour is not improving following low - level sanctions or there is a sudden change in behaviour the following interventions may also be used:

Examples may include:

- Engagement with parents;
- Mentoring and coaching;
- Short term behaviour report cards;
- Pupil support units; SEND Hub referral
 - Timetable variations;
 - External agencies e.g CAMHS,
- SEMH support;

9.1.3 At **St Joseph's** a discussion will also be held with the school SENDCo to assess whether appropriate provision is in place and a graduated response to review the needs of the pupil and support being provided.

9.1.4 If the pupil has an EHCP, early contact with **NYCC SEN Hub** will be made and where appropriate an early review of the plan made.

9.1.5 If there are serious concerns about a pupil's behaviour, leaders and the DSL will consider a multi agency assessment such as early help or statutory assessment.

9.2 Pupil Support units

9.2.1 A pupil support unit is a planned intervention used to improve school behaviour and maintain learning, with the goal being to integrate pupils back into mainstream lessons.

9.2.2 At **St Joseph's** we follow our Part- time Provision procedures document.

9.3 Reintegration

9.3.1

Following removal from the classroom for a significant period, time spent in a pupil support unit, in another setting under off-site direction or a suspension, the following strategies will be used to support successful reintegration back into the classroom. For example:

- Reintegration meetings between home, school
 - Meetings with other agencies
 - Support needed for the pupil

10 Legislation

- [Behaviour in schools - advice for headteachers and school staff Feb 2024](#) This publication provides advice to schools on behaviour in schools and the related legal duties of headteachers, and members of staff. It includes guidance on support for pupils to behave well and the powers of staff when responding to misbehaviour.
- [Children Act 1989](#) provides the section 17 duty to safeguard and promote the welfare of children who are in need and provides the section 47 duty to investigate whether a child is at risk of serious harm.
- [Local Government Act 2000](#) establishes effective joint working across local authority sectors.
- [The Education Act 2002](#), [The Education \(Independent School Standards\) Regulations 2014](#) (including Academies/Free Schools) [The Education \(Non-Maintained Special Schools\) \(England\) Regulations 2011](#) sets out the standards for safeguarding functions for children and young people in all settings, which schools have a statutory duty to ensure that they meet.
- [The Children Act 2004](#) established under section 11 a duty for partner agencies to participate with the local authority in a range of safeguarding and child protection provisions.
- [Children and Families Act 2014](#) (Part 3: Children and young people with special educational needs (SEN) and disabilities) gives vulnerable children greater protection,

paying special attention to those with additional needs, and also helping parents and the family as a whole.

- [Use of Reasonable Force 2013](#) This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of headteachers and governing bodies in respect of this power.
- [Suspension and permanent exclusion guidance september 23.pdf](#) The document provides statutory guidance to which headteachers, governing boards, local authorities, academy trusts, independent review panel (IRP) members and special educational needs (SEN) experts, social workers and Virtual School Heads (VSHs) must have regard when carrying out their functions in relation to suspensions and permanent exclusions.
- [Alternative Provision Statutory Guidance for Local Authorities January 2013](#),
- [Working Together to Safeguard Children 2023 - GOV.UK](#),
- [Teachers' Standards \(Guidance for school leaders, school staff and governing bodies\)](#)
- [Education and Inspections Act 2006](#)

11 Related Policies

- NPCAT SEND Policy
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Health & Safety Policy
- Risk Management Policy
- Confidential Reporting (Whistleblowing Policy)
- Conduct of Staff
- Induction of New Staff Policy
- NPCAT GDPR (General Data Protection Regulation) Policy
- ICT Systems Acceptable Use Policy
- Social Media Policy
- Digital Imaging Policy
- Anti Bullying Policy

12 Related Procedures

- Remote Education (Online Learning) Primary Protocol
- NPCAT GDPR (General Data Protection Regulation) Procedures
- ICT Systems Acceptable Use Procedures
- Procedures for Positive Handling
- Child Protection Online Management System (CPOMS) Procedures

13 Supporting Information / Websites

- [KCSIE 2024](#) Statutory guidance for schools and colleges.
- [Working Together to Safeguard Children](#) A guide to inter-agency working to safeguard and promote the welfare of children.

- [Promoting the education of looked-after children and previously looked-after children](#) Statutory guidance for local authorities.
- [Revised Prevent duty guidance: for England and Wales](#) Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.
- [Educate Against Hate - Prevent Radicalisation & Extremism](#) is a government website designed to support school teachers and leaders to help them safeguard their pupils from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.
- [Sharing nudes and semi-nudes: how to respond to an incident \(overview\)](#) This page provides a brief overview for frontline staff of how to respond to incidents where nudes and semi-nudes have been shared.
- [Upskirting: know your rights](#) Find out about upskirting and why the law has changed.
- [National Crime Agency – County Lines](#) Leading the UK's fight to cut serious and organised crime.
- [Working together to improve school attendance - GOV.UK](#) Guidance for maintained schools, academies, independent schools, and local authorities.
- [Use of reasonable force in schools](#) Guidance about the use of physical restraint in schools for governing bodies, headteachers and school staff.
- [Promoting and supporting mental health and wellbeing in schools and colleges](#) Find out what help you can get to develop a whole school or college approach to mental health and wellbeing.
- [National Professional Qualification \(NPQ\): Leading Behaviour and Culture Framework](#) This publication provides guidance from the Department for Education (DfE). It sets out the knowledge, skills and behaviours that will be developed by teachers when they participate in the National Professional Qualification for Leading Behaviour and Culture (NPQLBC).
- [Teachers' Standards \(Guidance for school leaders, school staff and governing bodies\)](#) These are the Teachers' Standards for use in schools in England from September 2012. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status (QTS).
- [Mental health and behaviour in schools - GOV.UK](#) This advice is for all school staff working to support children. This includes school leadership, governing bodies, primary and secondary school teachers, pastoral leaders, Special Educational Needs Coordinators, mental health leads, designated safeguarding leads and designated teachers for looked after children.
- [When to call the police](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(updated March 2024\) - GOV.UK](#)
- [Alternative Provision Statutory Guidance for Local Authorities January 2013](#) This is advice from the Department for Education on statutory duties and powers concerning the use of alternative provision.

14 Contacts

For advice on the content of this policy, please contact:

Gerard Eddy- Headteacher
St Joseph's Catholic Primary, Swainsea Lane, Pickering, North Yorkshire. YO18 8AR
01751 473102 enquiries@sjp.npcat.org.uk.

Gerard Eddy - Behaviour Lead

Gerard Eddy - Designated Safeguarding Lead

TRUST CONTACTS

Michael Burns
Executive Headteacher / Behaviour
Nicholas Postgate Catholic Academy Trust
Postgate House
Saltersgill Avenue
Middlesbrough TS4
3JP

Tel: 01642 529200
Email: burns.m@npcat.org.uk

Table of substantive changes

(additions shown in italics)

Summary	Behaviour Policy
Policy Statement	

Summary	Behaviour Procedures