



# Primary Behaviour Policy and Procedures

<b>Date approved by Trust Board:</b>	9th July 2024
<b>Version:</b>	01
<b>Date revision approved by Trust Board:</b>	N/A
<b>Publication Scheme:</b>	Trust Website
<b>Next Review Date:</b>	Autumn Term 2025
<b>Policy Owner:</b>	Executive Headteacher / Behaviour

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# 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

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	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.

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## 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

<b>Directors</b>	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.
<b>Local Governing</b>	Local Governing Body (LGB) ,or any other committee operating at a

<b>Body</b>	local level, i.e. an Interim Advisory Board (IAB).
<b>Governors</b>	Governors of the local governing body, or any other committee operating at a local level, i.e. an Interim Advisory Board (IAB).
<b>Trust Central Services Team</b>	Employees of the Trust with responsibilities for central services.
<b>Child-centred</b>	At all times, to consider what is in the <b>best interests</b> of the child.
<b>PSHE</b>	Personal, Social, Health and Economic Education
<b>RSHE</b>	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

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## Appendix 1: **School Behaviour Procedures**



St Mary's Catholic Primary School

# Behaviour Procedures

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## 1 Audience

- 1.1 These are the behaviour policy and procedures for St Mary's Catholic Primary School.
- 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.

## 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 Leads are Anna McClurey and Nick Bennett.

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.
- At St. Mary's Catholic Primary School, we know that developing and sustaining positive relationships is central to the success of our schools and our children. We believe that trusting, honest and caring relationships must exist between all members of the school community and most importantly between adults and children. Relationships must be authentic. Everyone at St. Mary's understands that they have a responsibility to support the growth of positive relationships, that constant maintenance is required to maintain

them and that there will be times when relationships rupture but that we all have a duty to help repair these.

- St Mary Catholic Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Our relationships and positive behaviour policy echoes our school mission statement, 'Fiat Mihi: Let it be with me' and is rooted in Gospel values. Adults all know that behaviour is understood as communication and that poor behaviour is as a result of an unmet need.
- St. Mary's has an embedded trauma-informed approach and staff are continuing to upskill themselves through quality training to understand ways to be in relationship with children, and each other, that helps everyone work together in a positive and productive way to support the emotional needs of our children and nurture positive behaviour. Our approach to relationships and positive behaviour is based on the teachings of Trauma Informed Schools UK (TISUK) and is underpinned by educational practices which 'Protect, Relate, Regulate and Reflect'. St. Mary's Catholic Primary School has achieved a Trauma and Attachment Aware status.
- Liaise with the Local Authority and Alternative Provision providers to support those pupils who have support.

#### 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.
- **Protect:** Our priority is to ensure that children are safe. In this context that means not only physical safety but also within the relational environment. We reduce the stress for the child by creating a warm and calm environment that is consistent, accepting and optimises social engagement. We do not place children in situations that they cannot manage and focus on creating both physical and psychological safety.
- We ensure that:
  - All adults are taught about the impact of toxic stress on learning, wellbeing and behaviour.
  - There are emotionally available adults in school and children know who they are and where to find them.

- We adopt a no shouting, no shaming policy in school. Raised or hostile voices are not tolerated and any conversations with individuals about behaviour take place in private, away from the gaze of other children.
- Adults are aware of facial mobilisation and are expected to present as open, warm and engaged at all times.
- Adults are consistent and adjust their expectations around vulnerable children to meet their needs. They ensure that their interactions are socially engaging and not socially defensive.
- We offer adult only spaces and time to reflect is encouraged to support the adults wellbeing.

- **Relate:** At St. Mary's, our understanding of Relate is underpinned by the knowledge that the ability to form meaningful relationships is fundamental to mental health and happiness. We understand that relationships are crucial in promoting the optimal development of the frontal lobes of the brain associated with the executive functions key to emotional regulation, emotional intelligence, planning, problem solving and ultimately learning. There will be children in our schools who, for many reasons, have not benefited from these positive relational experiences. Research indicates that the brain retains plasticity and repeated, positive, relational experiences can repair and reverse this cycle.
- We ensure that:
  - All adults are attachment aware.
  - All adults know about the key relational skills (Affect Attunement, Empathy, Containment and Calming and Soothing) and use these when supporting all children.
  - Adults ensure that children have daily positive relational experiences to help them to become trusting, help-seeking individuals.
  - Children and adults are helped to express their emotions and are not shamed or undermined when acknowledging their anxieties.
  - Adults have daily opportunities to engage with each other in environments that are supportive and pleasant.

#### 5.6.9 Working with parents/carers:

- Ensure the Trust Behaviour policy is available on the school website;
- Parents/carers sign and enter in to 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:

- 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;
- **Regulate:** We know that leaving children (and adults) in a state of toxic stress can result in physical ill health as well as making it impossible to engage productively in the activities taking place around them. We have a duty to support children and adults in school to ensure that they are not left in toxic stress. We know that one of the most powerful ways to do this is to talk to children and help them to talk about what is bothering them.
- At St. Mary's, we are committed to doing this through the relationships we have with children and each other.
- We ensure that:
  - We provide children with time-in with an adult who they trust to help them calm down, ready to reflect.
  - We teach children strategies to support them in self-regulation.
  - Interactions are emotionally regulating, playful and enriched.
  - Adults are aware of each other's needs and support each other through rich, trusting relational experiences.

#### 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;
- Ensure there is a system where there is a rating as to the severity of the behaviour concern of a vulnerable learner, making use of

the NPCAT Vulnerabilities Checklist and a RAB-G rated system, if necessary, for example - transition planning;

- 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 **Simon Carey**.

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 Redcar and Cleveland Local Authority 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.

**Communication and Parental Partnership:** We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warnings of any concerns should be communicated to the Head Teacher so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given the opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy (IEP), and any further disciplinary action will be discussed and agreed with the parents.

**Procedures for dealing with more serious breaches of this policy:**

- A letter and/or phone call by the HT/HoS/AHT to parents informing them of the incident
- A Positive Behaviour Support Plan (PBSP) to be formulated in consultation with parents, class teacher, SENDCO, child and external support agencies
- If the problem is severe or recurring (three meetings with parents) episodes then fixed-term exclusion procedures are implemented in consultation with the Governing Body.
- A case conference involving parents and support agencies
- Permanent exclusion after consultation with the Governing Body and, the LA and NPCAT.
- Parents have the right of appeal to the Governing Body against any decision to exclude.

## 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.

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.

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.

Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. Schools might wish to repeat elements of this induction for all pupils at suitable points in the academic year.

Provision should be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction should be provided for pupils who are mid-phase arrivals.

## 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

#### 6.1.1 Promoting & Rewarding Positive Behaviour at St Mary's Catholic Primary School:

At St Mary's we believe that outstanding behaviour and attitudes to learning are achieved through positive reinforcement. At the start of each academic year every child, parent and teacher are asked to read and sign a home school agreement. This outlines the responsibilities of the three parties in promoting good mental health and wellbeing and facilitating learning. St. Mary's is a THRIVE Setting and has adopted an i-Thrive approach to supporting children's wellbeing and promoting positive behaviour and attitude towards learning. In conjunction with the i-Thrive Model, the following is a list of rewards that will be used at St Mary's:

**Thrive Points:** The purpose of Learn to Earn Points is to encourage positive behaviour through giving children an instant reward for their behaviour and attitude.

**House points** are collected on a table displayed in every classroom, they are then collected each Thursday and the totals are announced in the Celebration Assembly each Friday. The Winning house is awarded the House Point Trophy. House Points are also collected and added to the Houses overall total with the winning house awarded an extra play time at the end of each half term. At the end of the year the winning house will receive a 'House Party'.

**Values Award** Children who display our values are awarded a values sticker. Children can nominate their peers for a values award.

**Special Work - Fabulous Friday's:** Teachers are able to send outstanding pieces of work to the Head Teacher or Head of School when appropriate. The child will share their work and receive special recognition for their hard work, they will receive a Head Teacher Award sticker for this outstanding piece of work. The child will then receive a Golden Ticket which they can cash in for the Enrichment Session on the Friday afternoon as a reward.

**Head Teacher Award:** This is for any outstanding contribution to our school community and includes academic and non-academic achievement. A certificate and special head teacher's pin badge will be awarded in the child's 'house colour'

St Mary's has developed a weekly **Raising Achievement Assembly** where good work from every class is celebrated. During the assembly special awards are given each week for:

**St Mary's Superstars** These awards are given to children who consistently live out our school values; pupils who have shown good sportsmanship during a competition, match, game or playtimes; pupils who have helped our environment; pupils who have been a good citizen and helped our local/global community. These children will receive a Golden Ticket in Friday Celebration Assembly and get the opportunity to go to an Enrichment Session on the Friday afternoon as a reward.

**STAR Behaviour:** At St. Mary's, we celebrate any child who demonstrates STAR behaviours:

Sustained,  
Team Player,

## Amazing, Recognised

A child that has demonstrated STAR behaviours will get to have a 'dip' in the STAR box.

**Spirit of St. Mary's Award:** Each week, one child will be chosen to receive the special 'Spirit of St. Mary's Award' in the Friday Celebration Assembly. The child chosen will have lived out our school values and promoted these values to other pupils in school. Parents/Carers will be invited into the Friday Celebration Assembly to witness their child receiving the award.

Through celebrating and rewarding responsible citizenship, good sportsmanship and positive behaviour, we establish and maintain our school ethos of care and nurture whilst striving for things that are worthwhile.

## 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.

## 6.3 School Reporting Procedure

### Responding to Misbehaviour.

At St. Mary's, we adopt a trauma-informed approach to supporting all pupils and staff across school through the protect, relate, regulate and reflect model. Our principal objective is to ask - How would I feel if I were in this person's shoes? using reflective, empathetic listening and the Consistent Language of Responding to Misbehaviour Script.

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.

### Steps to success in the classroom:

- Ensure our classrooms are inviting and a safe haven for all our children.

- Avoid redundant information that adds nothing to learning and may be over stimulating for some children.
- Have a consistent daily routine and share timetables with children.
- Praising and/or rewarding good behaviours.
- Offer all children an opportunity to 'turn around' their behaviour, you may see some children with a 'Behaviour Report' which identifies positive behaviour and when they have 'turned it around'.
- De-escalating the situation using the range of approaches adopted in the school.
- Helping children to manage their own behaviour.
- Enabling children to make the right choices.
- If a child is in crisis, say: "I am here to help."
- Do not enter into negotiations; remain calm, but be assertive when giving instructions.
- Do not discuss consequences until a child is completely calm and can reflect on their behaviour.

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.

#### **Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND):**

St Mary's will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

St Mary's will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

St Mary's will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and schools guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

St Mary's will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

#### **Additional support for children who enter the 'Crisis Phase':**

St. Mary's offers a trauma informed approach and therefore further supports children who enter a 'Crisis Phase'. 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.
- SLT to ensure that the Parent/Carer of the child is informed.
- Support recorded in school.

**Sensory Room:**

St. Mary's has the unique provision of a Sensory Room within the school. This is a space which can be timetabled for supporting children with sensory processing difficulties, sensory seeking needs and as part of bespoke therapeutic offer. This space can also be used to support the de-escalation of crisis behaviours. Children will be supported in this safe space by a member of staff.

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.

**Responding to Misbehaviour Procedure**

<b>Shout out Board objective shared with children</b>	Yes →	Positive behaviour seen
No		
• Low level disruption or lack of engagement	Yes →	Reminder/Prompt this works - no further action
No		
<b>Stage 1</b> • Verbal reminder given, using positive framing or visual prompt.	Yes →	Reminder/Prompt works - no further action
No		
<b>Stage 2</b> • 5 minutes reflection in class	Yes →	Reflection works. Child returns to the lesson. Reflection sheet shared with parent/carers, if 5 minutes becomes a recurrence. For younger children or children with an individual educational plan, adults work with the child for 5 minutes to co-regulate.
No		
<b>Stage 3</b> • 15 minutes reflection in another class	Yes →	Reflection works. Child returns to the class. Reflection sheet shared with parent/carers. Share with the Phase Leader in Key Stage/Pastoral meeting. For younger children or children with an individual educational plan, adults work with the child for 15 minutes to co-regulate.
No		
<b>Stage 4</b> • LT alerted Child works outside of class for the remainder of the lesson/session.	Yes →	Removal from class works, Child returns to class. For younger children or children with an individual educational plan, adults work with the child to co-regulate.
No		
<b>Stage 5 - LT alerted</b>	→	5 Options Option 1: Curriculum Support Option 2: Restore Option 3: Reflect Option 4: Suspension (consider alternative placement)

<b>Persistent Disruptive Behaviour</b>		
<ul style="list-style-type: none"> <li>• Refusal to follow instructions</li> <li>• Disrupting learning environment</li> <li>• Previous restorative practice has not been successful and behaviour is becoming more challenging.</li> </ul>		LT to support and feedback to parents/carers. Consideration of unstructured time. Incident recorded on CPOMs
<b>Challenging behaviour</b>		
<ul style="list-style-type: none"> <li>• Swearing</li> <li>• Absconding from classroom</li> <li>• Refusal to follow instructions</li> <li>• Defacing/breaking equipment.</li> </ul>	→	LT to support and feedback to parents/carers. Consideration of unstructured time. Incident recorded on CPOMs
<b>Crisis behaviour</b>		
<ul style="list-style-type: none"> <li>• Child at risk of harm</li> <li>• Running</li> <li>• Climbing</li> <li>• Hiding</li> <li>• Other children are at risk of harm.</li> <li>• Throwing objects/furniture</li> <li>• Physical assault against pupil</li> <li>• Physical assault against adult</li> <li>• Verbal abuse/threatening behaviour against pupil</li> <li>• Verbal abuse/threatening behaviour against adult</li> <li>• Bullying</li> <li>• Racist Abuse</li> <li>• Use or threat of use of an offensive weapon or prohibited item</li> <li>• Abuse relating to disability</li> <li>• Wilful and repeated transgression of protective measures in place to protect public health</li> <li>• Sexual Misconduct</li> <li>• Drug/Alcohol related</li> <li>• Damage</li> <li>• Theft</li> <li>• Persistent, disruptive behaviour</li> <li>• Abuse against sexual orientation and gender identity</li> <li>• Inappropriate use of social media or online technology</li> </ul>	→	Two adults to support. LT informed immediately. Parent/Carer contacted to support if appropriate. Potential use of restraint/seclusion. Consider suspension or exclusion. Individual risk assessment and reintegration meeting before considering a return to the classroom. Incident recorded on CPOMs

**Procedures for dealing with more serious breaches of this policy:**

- A letter and/or phone call by the HT/HoS/AHT to parents informing them of the incident
- A Positive Behaviour Support Plan (PBSP) to be formulated in consultation with parents, class teacher, SENDCO, child and external support agencies
- If the problem is severe or recurring (three meetings with parents) episodes then fixed-term exclusion procedures are implemented in consultation with the Governing Body.
- A case conference involving parents and support agencies
- Permanent exclusion after consultation with the Governing Body and, the LA and NPCAT.

- Parents have the right of appeal to the Governing Body against any decision to exclude.

#### 6.4 School Reporting Procedure

Responding to the behaviour of pupils with Special Educational Needs or Disability (SEND)

6.4.1 At St Mary's Catholic Primary School 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 enable staff to be consistent in our principles; flexible in our practices to best support a child with SEND. Reasonable adjustments are the changes that we make to a child's school life, so that they are not at a disadvantage compared to others and are decided on an individual basis, based on the needs of the child. .

#### 6.5 School Reporting Procedure

6.5.1 At St Mary's Catholic Primary School pupils will always be supported to understand m how to improve their behaviour and meet the expectations of our school.

Supporting pupils following a sanction

**Reflect:** At St. Mary's, we believe that children and adults need to be able to reflect on their feelings in order to fully understand them and their behaviour. Without the opportunity to do this we are far more likely to act out our feelings. Reflection enables us to make sense of our life, develop language for emotions and have a coherent narrative that makes sense of what we are feeling and what has happened to us. There are times following troubling

incidents that children and adults need to be helped to reflect in order to make sense of them and if necessary, to repair ruptures in relationships that may have resulted. Such reflection takes place only once the child is calm and regulated, with a trusted and emotionally available adult who is able to offer non-judgemental support.

We recognise this as being 'connection before correction' (Dan Hughes 2017).

We ensure that:

- Staff listen to the child with a particular focus on empathy and acceptance of the feeling if not the behaviour.
- Children have opportunities to work with trusted adults to make sense of painful experiences through creative, therapeutic approaches.
- Behaviour is understood to be a form of communication and adults respond to poor behaviour by asking not what did you do but what has happened to you?

- Restorative conversations take place when children are ready and able to think about what has happened and are supported to repair. We offer Restorative Practice when following up with a child who has found it difficult to regulate their emotions.
- PSHE is informed by current research and teaches children about mental health, emotions, relationships and how to live life well. This is delivered weekly and in the form of a responsive teaching model to support all children across the school.

## 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 Mary's Catholic Primary CPOMS is used to record all components of behaviour in school.
- 7.3 At St Mary's Catholic Primary School behaviour is monitored and analysed by The Senior Leadership Team and reported termly to the Local Governing Body as part of the Headteacher Report.
- 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 the [insert school name] 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

### 8.2 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 Mary's Catholic Primary School 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.

8.6 Child on child sexual violence and sexual harassment

8.6.1 At St Mary's Catholic Primary School 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 St Mary's Catholic Primary School Procedures and 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. Mary's Catholic Primary School 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. Mary's Catholic Primary School online behaviour may include:

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

8.7.3 Where appropriate these incidents should be referred to St. Mary's Catholic Primary School DSL or DDSL

8.8 Parental responsibility

8.8.1 At St. Mary's Catholic Primary School 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

St Mary's Catholic Primary School does not encourage children to bring mobile phones into school. However, if this does occur on arrival at school, the pupil must put their phone in a lockable box (supplied by school). This box is then stored in a locked cupboard and the pupil will be allowed to retrieve their phone at the end of the school day.

Children are not allowed to use their mobile phones on school site.

## 8.10 Suspected criminal behaviour

8.10.1 At St. Mary's Catholic Primary School where criminal behaviour is suspected the headteacher, behaviour lead 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 Mary's Catholic Primary School 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 St Mary's Catholic Primary School

## 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. Mary's Catholic Primary School 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 Mary's Catholic Primary School 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 Reasons a child may be removed from the classroom at St Mary's Catholic Primary School

<b>Stage 3</b> • 15 minutes reflection in another class	Yes →	Reflection works. Child returns to the class. Reflection sheet shared with parent/carer. Share with the Phase Leader in Key Stage/Pastoral meeting. For younger children or children with an individual educational plan, adults work with the child for 15 minutes to co-regulate.
No		
<b>Stage 4</b> • LT alerted Child works outside of class for the remainder of the lesson/session.	Yes →	Removal from class works, Child returns to class. For younger children or children with an individual educational plan, adults work with the child to co-regulate.
No		
<b>Stage 5 - LT alerted</b>	→	5 Options Option 1: Curriculum Support Option 2: Restore Option 3: Reflect Option 4: Suspension (consider alternative placement) Option 5: Permanent Exclusion Incident recorded on CPOMs

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 Mary's Catholic Primary School we recognise the need to have a range of initial intervention strategies to help pupils manage their behaviour. At St. Mary's Catholic Primary School pupils will be supported by pastoral staff.

The following systems are in place to support children:

- Reasonable adaptations to meet needs will be in place and documented to ensure all staff are consistent in their approach to managing recurring misbehaviour

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;
- Long term behaviour plans;
- Pupil support units;

- Timetable variations;
- External agencies e.g CAMHS, The Link;
- Anger management support;
- SEMH support;
- Police intervention support.

9.1.3 At St. Mary's Catholic Primary School 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 Redcar and Cleveland Local Authority SEND Team 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. Mary's Catholic Primary School we follow our Part-time Provision procedures document.

## 9.3 Reintegration

9.3.1 Following removal from the classroom, 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.

- 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 \(NPO\): 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:

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## Table of substantive changes

(additions shown in italics)

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Summary	St ***** Behaviour Procedures
02.09.24 Updated KCSIE 2023 references with KCSIE 2024	