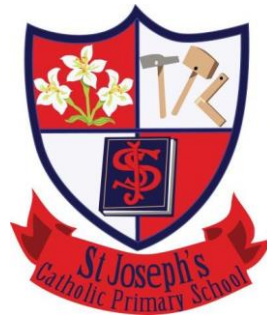




St Joseph's Catholic Primary School



Behaviour for Learning Policy (including the Anti-bullying Strategy)

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| Approved by: | Trust Intervention Board | Date: April 2025 |
| Last reviewed on: | Summer 2023 | |
| Next review due by: | Summer 2026 | |

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1. **Our Mission Statement**

Inspired by Christ, Working Together, Achieving Our Best

At St. Joseph's we all

Share God's love with everyone

Make thoughtful choices

Ask for help when we really need it

Respect others, our environment and ourselves

Take responsibility for our thoughts, our words and our actions

2. **Aims**

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

3. **Legislation and statutory requirements**

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

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

[Searching, screening and confiscation in schools - GOV.UK](#)

[Equality Act 2010: guidance - GOV.UK](#)

[Keeping children safe in education - GOV.UK](#)

[Use of reasonable force in schools - GOV.UK](#)

[Supporting pupils with medical conditions at school - GOV.UK](#)

It is also based on the [SEND code of practice: 0 to 25 years - GOV.UK](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7

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outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

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

4. Our Approach

4.1 Our Aims

- To create an environment where all our children feel loved
- To create a climate where learning can flourish
- To protect basic rights of safety, learning and respect
- To set the boundaries in which children can feel successful and achieve
- To teach children about socially appropriate and acceptable choices

4.2 Our Positive Approach

*Building positive relationships with children is at the heart of our effective behaviour management. A strong relationship connects you to your children and without that connection your ability to influence and lead them is diminished. **Behaviour Management, Peter Hook & Andy Vaas***

- Emphasis on positive rather than negative statements
- Regular and sustained use of praise and encouragement
- Clear expectations that teach children the social skills they need to be successful
- Redirecting children towards success rather than highlighting their mistakes

4.3 Our Beliefs

- A teacher's job is to set boundaries
- Children making mistakes about their behaviour is normal & healthy
- Children should be helped to experience achievement
- Caring means saying 'No' and meaning 'No' at the right time
- There is always more to a child than the problems they present

4.4 Our Strategy

As St. Joseph's staff we will:

- Treat behaviour as a choice

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- Hold children accountable for their choices
- Create a culture of praise & encouragement that focuses on what children do well
- Redirect children towards success
- Apply sanctions, if needed, but not grudges
- Teach social skills so it will lead to better choices

St Joseph's parents will:

- Be aware of our approach to positive behaviour.
- Be confident that their children are growing socially and academically.
- Be confident that their children's good behaviour is being encouraged and rewarded.

St Joseph's Governors will:

- Follow our approach to positive behaviour.
- Provide support to all concerned regarding behaviour issues.
- Follow advice from the Local Authority regarding severe behavioural issues.

4.5 Our Intended Outcomes

Our children learn boundaries whilst retaining their dignity. Our children are:

- Respected
- Trusted
- Motivated

So they:

- become empowered to independently make choices
- are able to manage risks safely
- become independent learners

4.6 Restorative Approach:

Our approach to behaviour focuses on building relationships and repairing harm when difficulties occur. We work with pupils to understand their actions and make choices to improve their behaviour.

4.7 Our non-negotiables

- Be Respectful: We show respect by using kind words, being polite, and taking care of our school and each other's belongings.

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- **Be Responsible:** We take responsibility for our actions, our learning, and making sure we have everything we need each day.
- **Be Ready to Learn:** We are always prepared and focused, giving our best effort to learn in our classroom community.

4.8 Supporting Positive Choices

We understand that all children may sometimes need support with making good behaviour choices. Our approach prioritizes guidance and helping pupils learn from their actions. We use a variety of strategies to redirect behaviour and teach children appropriate coping skills. These may include:

- **Gentle reminders:** We start by reminding pupils of our classroom expectations.
- **Time for Reflection:** When needed, pupils might have short breaks to refocus and make better choices.
- **Calm Space:** Pupils who are struggling to manage strong emotions might benefit from time in a designated calm space to practice self-regulation strategies.
- **Restorative Conversations:** We work with pupils to understand the impact of their choices and help them make things right.

4.9 Roles and responsibilities

All adults are responsible for managing behaviour around the school.

4.9.1 The Trust Board

The Trust Board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

4.9.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

4.9.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

We are a cohesive team who are the lead role models in shaping this cooperative learning community. We share the same values and we are committed to this school's vision. We:

- Are always well-prepared
- Meet & greet children enthusiastically
- Show a genuine interest in every child
- Listen readily to each child's point of view
- Trust and empower our children, giving them responsibilities and choices
- Maintain our dignity and self-esteem, even when we are challenged
- Treat the children with the same level of respect that we are due

4.9.4 Parents

Parents are expected to:

- Support their child in adhering to the school's pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

4.9.5 Pupils

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

5 Rewards

Rewards

- Emotional feedback is the most effective form of reward; smiles, thanks and gestures such as thumbs up
- Stars, stickers and stamps are not effective in the long term unless they are linked to emotional feedback
- Once given, rewards should never be taken away – if they subsequently make a poor choice then apply appropriate sanction
- Rewards must be given out fairly and not used as 'bribes'

House System

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- At St. Joseph's every child is a key member of one of our four houses; Matthew, Mark, Luke & John
- We aim to group siblings into the same house
- Children remain in the same house throughout their time here

Awarding of house points

Staff will award a house point for effort and acts of kindness, courtesy and good citizenship.

Expected behaviour should **not** be rewarded but rather **exemplary** behaviour that exceeds our high expectations.

If a child took initiative and picked up litter without being asked or was particularly courteous to a peer then they should be awarded a house point.

When giving out a house point a member of staff must clearly explain what it is for:

'Well done Jenny, I am awarding you this house point because you displayed wonderful courtesy when you waited and held the door open for the others'

House points can also be given out for personal achievement such as gaining full marks in a spelling test or finding a solution to the problem in a maths or science lesson.

Every member of staff will be given a number of house point tokens as this is truly a team effort. Please be reminded not to use tokens as a bribe. We don't expect;

'Who wants a house point?' or 'I will give a house point for the first child to pick up that ball!'

What happens to house points?



When a child is awarded a house point, they receive a golden token which they place into their house point collection tube (see right) found in every classroom.

Every week (Fridays) the house captains will collect and count up the tokens from every class.



In celebration assembly on a Friday the results will be announced in reverse order. The house with the most winning weeks in a term have an additional playtime.

Remember every house point is a piece of goodness that makes St. Joseph's a better place

House Competitions

Staff and House Captains are encouraged to organise a range of inter-house competitions throughout the year including sporting events, quizzes etc.

6 Sanctions

Remember there is no such thing as a bad child - just bad choices

It is not the severity of the sanction that makes them effective limiters; it is their inevitability – the certainty that *you will* do something. We expect skilful adult behaviour to de-escalate and reduce undesirable behaviour at the early stages in most cases.

Our agreed sanctions are arranged in the following hierarchy:

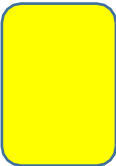
- **Step 1: Rule Reminder** - Refer to agreed rule generally, making rights & responsibilities the focus – state what they are doing and assertively inform them what you want them to do e.g. ‘Hi boys. Keep your hands and feet to yourself, you know the rule!’

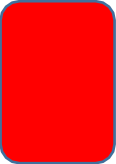
If needed, personalise the comment:

‘You were playing rough Dan. Keep your hands and feet to yourself. If you are finding it difficult go and take a break and have a sit down.’

- **Step 2: Follow-up** - ‘You are playing rough Tom; I have warned you, come and have a chat with me.’ If it’s not too serious then a quiet word might do at break time or lunchtime. If during lunch the MDA (Midday Assistant) might speak to the child quietly to one side of the play space.

Initially the teacher might ask the child to take a short time aside to reflect on their behaviour. This might be followed up with a brief word during the next break or lunch but not an excessive time. On the playground the MDA might simply ask the child to sit quietly for a couple of minutes then have a quick chat to follow up.

- 
- **Step 3: Yellow Card** - The child’s name and a brief description of their behaviour will be recorded in the child’s behaviour record on CPOMS. A yellow card will lead to a 10 minute brektime detention with the child’s teacher. The child is encouraged to reflect on their behaviour choices in order to improve them. When a child has been issued with a yellow card they may also lose certain privileges at the school’s discretion.

- 
- **Step 4: Red Card** – The child’s name and a brief description of their behaviour will be recorded in the child’s behaviour record on CPOMS. The child will spend 20 minutes of lunchtime with a member of the Senior Leadership Team where they will be expected to complete a personal reflection. Parents will be informed if their child has been issued a red card. Children involved and key witnesses may be questioned in an attempt to find the truth.

- **Very serious matters** - must be referred immediately to the Headteacher or Senior leader. They then may move to Step 5.

- **Step 5: Withdrawal from curriculum** – The child will be asked to provide a verbal or written description of the incident depending on their age. This will be added to the child’s behaviour record on CPOMS. This consequence may be used while an incident is fully investigated. In addition, this may be used as a consequence of an incident of serious misbehaviour instead of an external suspension. This may be used to help reintegrate a pupil returning to school from an external suspension.

Parents will be informed when their child has received a yellow or red card on the day issued by a member of the SLT or the Class Teacher. LSAs and MDAs will pass on as much information to the class teacher but it will be for the class teacher to issue the consequence.

We believe in supporting children in order to correct undesirable behaviour and we may need additional interventions including support from external agencies on occasions. St. Joseph's will consider suspensions and permanent exclusions if necessary.

Parents may be invited into school in order to discuss their child's behaviour if the child receives several cards within a short period of time. The child will be expected to be present during part of the parental meeting and a monitoring plan and intervention may be set up to support improved behaviour including:

Interventions

- Communication with home (informal)
- Meeting (formal)
- Behaviour Support Plan which may include:
 - Counselling/mentoring
 - Teacher/SLT monitoring
 - General referral (external agencies)

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

- A verbal reprimand
- Moving the pupil to an empty desk in the class
- Expecting work to be completed at home, or at break or lunchtime
- Kept in at break or lunchtime (Yellow/Red cards)
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour support plan

We may remove pupils from working with their peers in response to serious or persistent breaches of this policy. Pupils may be given a quieter space to work in during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. Pupils will be monitored by a member of the SLT.

Behaviour that will be challenged and corrected:

1. A student may not hurt another student by word, action or gesture. E.g. Hurtful 'jokes'
2. Not using please and thank you when asking for something
3. Interrupting adults having a conversation
4. Not clearing up your work area
5. Not following rules of movement around the school

6. Inadequate effort
7. Incorrect school uniform e.g. jewellery, no tie, untucked shirt etc.

Yellow card incidents - 10 minutes loss of breaktime

1. Defiance
2. Inappropriate language/swearing
3. Rude behaviour / insolence / backchat
4. Unwanted physical contact

Red card incidents - 20 minutes loss of lunchtime

1. Significant/intentional disruptive behaviour
2. Damage to property
3. Repeated defiance
4. Theft
5. Dangerous behaviour
6. Physical conflict

Serious incident which may result in internal or external suspension

1. Bullying
2. Racist, sexist, homophobic or discriminatory behaviour
3. Verbal abuse of pupil or adult
4. Assault
5. Fighting
6. Serious damage to property
7. Bringing into school dangerous or inappropriate material e.g. weapons, pornography etc.

This is not an exhaustive list but serves as an indication of inappropriate behaviours.

Religious worship

We are a Catholic community, and pupils must therefore show the utmost respect for the prayer life of our school, and in particular, must behave in an appropriate manner during assemblies, prayer and school Masses. Any misconduct in relation to the religious ethos of our school will be regarded as most serious.

Movement around School

Pupils should walk around the school on the left-hand side of the corridor in a calm and quiet manner. Pupils should not run, push, eat or drink whilst in the corridors. Pupils should show patience whilst ascending and descending staircases and should not endanger fellow pupils or staff by their actions.

All areas are supervised by Duty staff and pupils should ensure they follow all instructions given by staff. Pupils are forbidden to play in socks or bare feet and should wear appropriate footwear at all

times.

Playground – a tennis ball or small football (size 2) should be used to play football at the discretion of the adults on duty. Other play equipment will be made available at lunchtime under the supervision of the Year 5 play leaders.

Field – the field is ‘Out of Bounds’ when the gate is closed. When the field is in use the same rules apply as the rest of the school.

Health and Safety

Fire Drill Procedure: The school regularly runs fire drills which are denoted by a continuous alarm bell sound. On hearing this alarm, pupils under the direction of their teacher should vacate the room they are in following a planned route which is displayed in that classroom. Pupils should exit the building calmly, quietly by the exit identified and proceed to the playground where they will be registered at the muster point by their class teacher. All belongings should be left in the classroom.

Lockdown Procedure: In the event of lockdown, the intruder alarm will be activated, not the fire alarm. This signifies an immediate threat to the school. All pupils must stay in classrooms or enter the nearest classroom and classroom doors and windows locked, blinds drawn, lights switched off and pupils should sit quietly out of sight. Staff and pupils should remain in lockdown until it has been lifted by a senior member of staff or emergency services.

Banned and Illegal Items in School:- It is absolutely forbidden to bring to school any of the following:- Cigarettes, matches/lighters, fireworks, any illegal substances including drugs and alcohol, or to engage in the misuse of legal substances or prescription medication, any weapon or dangerous implement, any toy weapon (BB/Nerf guns), metal combs, laser pen, vapes or shisha pen, E-cigarette, chewing gum, skateboards, e-scooters and aerosol spray (which may cause breathing difficulties). Any student in possession of, using, selling, supplying, under the influence of or involved in alcohol, illegal drugs, misuse of legal drugs or use of weapons may be permanently excluded from the school.

In the event of any of these items being confiscated they will be kept in the school safe and parents informed. The Police may additionally be contacted for their advice on next steps with regard the law.

Electronic Equipment: Pupils should not bring into school expensive electronic equipment as these cause temptation for theft. This includes mobile phones, tablet devices including e-readers, smart watches, airpods, radios and computer games. A payphone is available for student’s emergency use at reception.

Mobile phones should not be brought into school for children in EYFS through to Year 5. Only Year 6 pupils may be allowed to bring a mobile phone to school to give parents/carers reassurance that they can contact their child whilst travelling alone on journeys to and from school. This is made on the understanding that the phone must be switched off completely whilst at school, not merely silenced or on divert or vibrate. Mobile phones must be given to their class teacher on entry to the classroom at the beginning of the school day.

In order to reduce the risk of theft or loss pupils must not advertise that they have them and mark them clearly with their name.

St Joseph’s Catholic Primary school, the Trust Board and school staff accept no responsibility for

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replacing mobile phones or electronic equipment that are lost, stolen or damaged whilst on or travelling to the school premises, or on school sponsored functions.

If a student is seen with or using a mobile phone on school premises during the school day. If a pupil breaks this rule, the phone will be confiscated to a secure place in school, parents/carers will be informed who then may collect the phone during office hours. Repeated infringements would be seen as a breach of this Behaviour for Learning Policy and further sanctions may follow.

It should be noted that it is a criminal offence to use a mobile phone to menace, harass, or offend another person. The school may involve the police if such an event occurs.

No large sums of money should be brought into school. School lunches, School trips and equipment can be paid for via School Money or via the free app (iPhone and Android devices only).

7. Bullying (Anti-bullying strategy)

We do not tolerate bullying of any nature however we accept that incidents of bullying may happen at this school. We do our best to remain vigilant and approachable. We always listen to our children and value their concerns. Equally, we believe in forgiveness and that every day is a new beginning and therefore we also support the perpetrator of bullying appropriately, with external professional help if necessary e.g. counselling.

The aim of the Behaviour for Learning Policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

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

Bullying is, therefore:

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

Bullying can include:

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

| | |
|---------------------------|---|
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

School Level

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- Staff will investigate and are expected to record significant events on CPOMS
- Where appropriate a pupil chronology may be set up to monitor the situation and to gain an insight into the nature of any reported issue (to monitor frequency, pupils involved and record low level incidents which may form a pattern)
- Senior leaders, MDAs and staff will be kept informed, as appropriate
- Parents will be kept informed, as appropriate
- Punitive measures will be used in keeping with the school's Behaviour for Learning Policy

Pupil Level

Pupils who have been bullied will be:

- Offered the opportunity to immediately discuss the experience with a teacher or member of staff of their choice
- Reassured
- Offered continuous support to restore self-esteem and confidence Pupils who have bullied will be helped by:
- Discussing what happened.
- Discovering why the pupil became involved.
- Establishing the wrongdoing and need to change
- Informing parents or guardians to help change the attitude of the pupil.

The following disciplinary steps may be taken

- Official warnings to cease offending.
- Missing break time or part of lunch time.
- Exclusion from certain areas of school premises.
- Fixed-term suspension.
- Permanent exclusion.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

8. Off-site behaviour

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

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

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

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

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

9. Malicious allegations

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

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

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

referral to children's social care may be appropriate.

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

Please refer to our child protection and safeguarding policy

<https://www.stjosephscatholicprimaryschool.co.uk/policies-1/> and our CCT Trust 'Procedure for Dealing with Allegations Against Adults in School' <https://www.christus.org.uk/about-us/policies-and-documents> for more information on responding to allegations of abuse against staff or other pupils.

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

Sanctions for sexual harassment and violence may include:

- Red Card / Internal or external suspension sanction
- Reporting to the Multi Agency Safeguarding Hub (MASH) Reporting to the Local Area Designated Officer (LADO)
- A risk assessment/action plan to be created for an individual pupil

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

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

Please refer to our child protection and safeguarding policy for more information (available via the school's website <https://www.stjosephscatholicprimaryschool.co.uk/policies-1/>)

10. Behaviour management

10.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Have high expectations of good behaviour
 - Communicating expectations of behaviour by role modelling
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with disruption
 - Using positive reinforcement

10.2 Physical restraint

We strongly believe that everyone at St. Joseph's should keep their hands and feet to themselves however in extreme situations our staff may use 'reasonable force' in order to restrain a child to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

All incidents where a child has been restrained must be recorded on CPOMS.

Incidents of physical restraint must:

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

If a child climbs an exterior fence in an attempt to leave the school, staff should calmly back away and encourage the child to safely climb down. If a child leaves the premises, they must be reminded that it becomes a police matter now. Staff should inform the community police (Call 101) and the child's parents. A member of staff must keep an eye on the child's movements and if possible, take a mobile with them so that communication may be maintained (call for someone to bring the school mobile phone located in front office) but must not give chase.

10.3 Confiscation

Any prohibited items (listed in section 6) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

10.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator 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 advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

10.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

11 Pupil transition

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

12 Training

As appropriate, our staff are provided with training on managing behaviour. All staff are required to read and confirm that they have understood the Behaviour Policy as part of their induction and at the beginning of each academic year (the behaviour policy forms part of the staff handbook).

13 Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Trust Board annually. At each review, the policy will be approved by the headteacher.

14 Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding policy
- CCT Procedure for Dealing with Allegations Against Adults in School

