Sacred Heart Catholic Primary School

To live, love and learn joyfully in the family of Christ

Behaviour Policy

Approved by Governors: **November 2026**

Date for review: **September 2027**

Signed: Chair of Governors……

Signed Headteacher……..

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"A focus on adult behaviour is the only responsible approach. Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger they keep everyone safe. In the calm light of day they build rapport and emotional currency. Their expectations are always high and they will never drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others."

Paul Dix, 2017

INTRODUCTION

Successful behaviour is based on respect for self, others and community. In striving each day to fulfil our Mission Statement our community tries to build respect in all aspects of school life and at all levels. In writing this behaviour policy, we remember that we should:

'Recognise Christ in ourselves and in others.'

At Sacred Heart School our mission statement is:
'To live, love and learn joyfully in the family of Christ'.

The staff and governors at Sacred Heart Catholic Primary School accept these principles and seek to create an environment in the school, which encourages and reinforces good behaviour and a positive self-image. We acknowledge that good behaviour is an important outcome of the educational process.

At Sacred Heart Catholic School, we follow the example of Jesus by:

- Welcoming, respecting, valuing and appreciating all members of our community.
- Recognising that all our children are precious and unique and so strive to meet their needs and develop their individual gifts.
- Encouraging our children to achieve academic excellence across the curriculum, so that they can contribute positively to society.

The purpose of this Behaviour Policy is to describe the standards of behaviour expected by the school and to explain how we support the children in achieving these standards by enabling them to take responsibility for their own behaviour. Good behaviour and self-discipline have strong links to effective learning and are vital skills for pupils to carry with them both during and after their school years.

This Behaviour Policy aims to-

- ensure high standards of behaviour and conduct are shared with the school community;
- ensure all members of the school community understand, support and promote the Gospel values underpinning the policy;
- ensure pupils have high levels of self-esteem, are happy in school, take pride in their efforts and see the importance of personal development;
- ensure high standards of orderliness, to maintain a quality learning environment and opportunities for all;
- ensure the principles of inclusion are promoted and practiced throughout the school community.

When they leave our school to go to their secondary school, we want our children to be able to spot injustices and be confident to stand up for what they know is right. We want them to

be keen learners, who are confident to accept challenges and prepared to see failure as an opportunity to develop.

Our school values include:

- telling the truth;
- keeping promises;
- respecting the rights and property of others;
- acting considerately towards others;
- helping those less fortunate and weaker than ourselves;
- taking personal responsibility for one's actions;
- self-discipline.

Our school values reject:

- bullying;
- cheating;
- deceit;
- cruelty
- irresponsibility;
- dishonesty.

Conduct

"Never have any grudges against others or lose your temper, or raise your voice to anyone, or call each other names or allow any sort of spitefulness. Be friends with one another and kind and forgiving as readily as God forgave you in Christ."

Ephesians 4: 31-32

The teachings of the Gospel set out the guidelines all children and staff will aspire to. We endeavour to ensure our children develop their Christian values, attitudes and beliefs as well as being cognisant of the importance of,

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

Positive behaviour management strategies are adopted throughout the school. To help achieve this, in the first few days of the Autumn term every class will discuss the three rules (safe, learning, respectful). These are displayed in all the classes.

PUPIL'S CODE OF CONDUCT

Consistency is key to ensuring consistent high standards of behaviour- pupils need to know what is expected of them each and every day. In order to ensure consistency, we have three simple rules. The purpose of having only three is to ensure they are retained and understood by all.

We expect all our children to be:

- ***Safe***
- ***Learning***
- ***Respectful***

Each teacher will discuss these rules on a termly basis. They will drill down using the key question, '*What does safe/learning/respectful look like?*' By doing so, they will ensure each rule is clearly understood at an age appropriate level. This also allows teachers tailor these rules to support the nuances of each particular cohort.

Learning Behaviour

"With God," as Jesus said, "all things are possible."

Our Growth Mind-Set approach encourages all children to challenge themselves as much as possible. Our children will experience success and failure in their learning. Children are encouraged to critically evaluate their own work and their learning behaviour. This approach is supported by:

- High expectations for all students
- Strong teacher-pupil-parent relationships
- High levels of pupil engagement and motivation
- A rich & engaging curriculum
- Effective teaching in all classes, daily
- Effective use of data and feedback
- Early support for pupils in need

Routines

We recognise the importance of establishing routines for use at different points of the school day so both children and adults are clear about what is expected of them. Predictable routines, which everyone understands, are reassuring and help to build a sense of belonging.

Class teachers develop routines for use at a range of different points of the school day including: lining up; moving from carpet to tables (and back again!); getting whole class attention; tidy up time; coming into the classroom; going to playtime; going to lunchtime; home time and changing for P.E.

Class teachers spend time at the beginning of each term teaching and re-teaching their routines. We teach routines by breaking them down into steps, which are modelled, reinforced and revisited, as much as necessary. We support transitions by giving children warnings a few minutes before the end of an activity whenever possible. We try to avoid sudden requests to stop unless necessary.
We also have a number of whole school routines, which are taught, modelled and retaught when necessary to the children by all adults, e.g. coming into assembly, coming in from playtime, going into the dining hall.

Everyone in our school uses

- *'Wonderful walking' when moving around the building and*
- *'Smart sitting' during carpet and assembly times.*

We use positive reinforcement and positive correction to help everyone learn our routines, e.g.

- *We always tuck our chairs under the table in this class.*
- *You can do better than that.*
- *You can speak to me in a kinder, calmer voice.*
- *' 'Bob, that is not what we mean by working quietly.'*
- *'I need you to calmly collect your book so we can find you a better place to work.'*

Role of Governors

Ensure the Headteacher provides a safe and caring environment within which the children can learn and flourish.

Review the effectiveness of the School's Behaviour Policy on an annual basis in conjunction with the Headteacher.

Role of the Headteacher

Promote the Gospel values, positive behaviour and growth mind-sets as the foundation for creating an outstanding and exciting learning environment for all pupils in the school.

Ensure the policy is communicated to and understood by all staff, visitors (where appropriate), parents/carers and pupils (this should be communicated in writing at least once a year). Behaviour standards and expectations are also clearly outlined in whole school assemblies.

Ensure the policy is visible on the website and expectations are displayed throughout the school.

Promote the health, safety and wellbeing of all pupils and staff and the importance of positive behaviour in underpinning these.

Report on the effectiveness and impact of this policy to the Governing Body on a regular basis.

Retain all statutory records including behaviour logs, records of bullying incidents and provide information on the latter to the Governing Body.
Review the behaviour policy with Governors and staff to ensure its effectiveness and impact.

Make the decision to issue suspensions or permanent exclusions to individual children for serious acts of misbehaviour in accordance with standard guidance. (Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement- Aug 2024). This guidance is referred to in any decision to suspend or exclude a child from school. Only the headteacher has the power to suspend or exclude a child from school and this must be for disciplinary grounds. The headteacher may suspend a child for one or more fixed periods (up to a maximum of 45 days in any one school year), or exclude permanently.

Role of Teachers

- Regularly and critically evaluate their behaviour management strategies.
- Establish and display class expectations.
- Set high standards and expectations of conduct and learning behaviour consistently.
- Actively develop in children the social and emotional competences that underpin positive behaviour.
- Teach positive behaviour through setting explicit behaviour objectives for a lesson, modelling, role play or providing opportunities for the class to reflect on behavioural learning (e.g. success criteria for Learning partners) as well as on 'curriculum' learning.
- Ensure pupils understand the rewards and sanctions, which may be given for individual behaviour choices.
- Follow up behavioural issues as needed.
- Demonstrate consistent, calm behaviour.
- Establish clear routines for such things as entering and leaving the classroom, gaining the teacher's attention or help, noise levels for different types of activities, clearing up, transition between activities and so on; spend time on teaching and reinforcing these routines and reviewing with children the effectiveness of their use.
- Employ a range of pre-emptive strategies to manage behaviour, noticing early on any situations that might present problems and taking quiet steps to redirect, help children be aware of the choices available to them and make a more appropriate choice.
- Employ skills of de-fusion, de-escalation, mediation and conflict resolution and seek progressively to develop those skills in children themselves.
- Understand their pivotal role in determining the behaviour in their classroom.
- Understand that classroom management has a direct influence on behaviour and apply appropriate classroom management techniques to reinforce and support the School's behaviour policy.
- Actively listen and respond sensitively and constructively to situations where behaviour has an impact on pupils' wellbeing and happiness.
- Collaborate actively with parents to ensure that positive behaviour is reinforced both at school and at home.
- Communicate to parents if there are any concerns about the behaviour of a child and to work with them to support their child.
- Liaise with the SEND Co-ordinator and seek support where necessary in order to support and guide particularly difficult behaviour and emotional needs and/or pupil well-being.

- Monitor behaviour and regularly review it in order to assess the effectiveness and impact of the behaviour policy.
- With the SENCO, create and adhere to Risk Reduction Plans for those children who are at risk of exclusion.

Role of All Staff

- Model Gospel values, a growth mind-set and positive behaviour and be aware of the School's behaviour policy.
- Restore peace when necessary. Employ skills in de-fusion, de-escalation, mediation and conflict resolution and seek progressively to develop those skills in children themselves.
- Actively support the class teachers in providing a safe and affirming environment in which children can learn and flourish.
- Actively support the class teachers modelling the School's values and desired behaviours.
- Be aware of the Christian ethos and values of the school and to understand that the School's Behaviour policy is based on the principles of reconciliation and love.
- Apply the principles of the behaviour policy in terms of reward and sanctions.
- Report incidents of good and poor behaviour to class teachers.

Role of Parents

- Actively support the School's values as set out in its Mission Statement and support the School's ethos in promoting the gospel values, positive behaviour and a growth mind-set at all times.
- Support the School by signing the Home School Agreement and ensuring that their child (ren) understand what is expected of them.
- Collaborate actively with teachers and other staff to help reinforce the School's ethos and behaviour policy and to develop any strategies necessary to support their child (ren).
- Actively support their child's learning and to understand that positive behaviour and a growth mind-set is the key to an outstanding learning environment.
- Support the School if any sanctions are applied (If parents have any concerns, they should initially contact the class teacher. If their concern remains, they should contact the Headteacher (as set out in the School's Complaints Policy).
- Communicate to the class teacher if they are aware of anything that may impact on their child's behaviour at school.

Role of Children

- Read and understand and sign the Home School Agreement
- Make every effort to follow their class rules and to develop a growth mind-set.
- Support other children in making positive behaviour choices in the spirit of reconciliation and forgiveness.
- Understand how positive behaviour creates an outstanding learning environment and helps them to flourish and grow at school

- Understand why some choices may be the wrong choices and to understand that those choices have consequences and that they need to accept those consequences and learn from them.
- Understand that their behaviour impacts on others around them
- Understand that the School provides a caring and loving environment where they should not be scared of admitting that the wrong choice has been made but where they are supported to make the right choice next time.
- Report injustices, such as bullying, to a member of staff.
- Actively and quickly restore peace when necessary.
- Accept the consequences of their wrong behaviour

Consequences of Good Behaviour

The school uses many strategies to reinforce positive behaviour choices.
Rewards have a motivational role and help children to see that good behaviour is valued. The most common reward is praise and a smile. A brief acknowledgement is a very powerful Tiare important incentives. But we also have tangible rewards, which recognise all forms of social and academic achievement. Positive learning behaviours are recognised in the weekly celebration via entry into the 'Gold Book.'
We reward and reinforce positive behaviours in a number of ways including:

- Praise
- Direct specific praise, e.g. 'Great listening Sally. Well done!'
- Indirect specific praise, e.g. 'Mrs X, have you noticed how well Sally/this group is listening today?'
- Child's name added to list on class recognition board
- Round of applause or a 'whoosh' from the rest of the class
- Special responsibility or 'job'
- Contribution added to a whole class reward (e.g. pebble in the jar)
- Special class activity, e.g., parachute time, special story time
- Showing work to another member of staff
- Earning positive note home from the class teacher, Headteacher
- Gaining a Headteacher's award
- OPAL raffle ticket

REWARDING GOOD BEHAVIOUR AT LUNCHTIME

- During the week, the MDS will choose two children from each class to receive smiley stickers who have 'gone above and beyond'.
- Lunchtime staff (teaching assistants) are informed of the strategies for supporting children during half termly meetings with the Senior Leadership Team (SLT).

FOSTERING RESPONSIBILITY

All children need the opportunity to carry out a special responsibility. We have a range of monitor roles that children carry out to feel trusted and worthy. Through these responsibilities we hope to raise self-esteem of pupils, as we recognise that low self-esteem is characteristic within disruptive elements.

- Register helper – All children have as a responsibility to take registers etc. to the office.
- Buddies system throughout school - Each child in Foundation stage is paired with a pupil in Year 4. This pairing is maintained until the older buddy leaves Year 6.
- Prefect System in Year 6.
- We also have House Captains voted for by the pupils.
- Year 6 Class Ambassadors
- Chaplaincy Team
- Year 6 Lunchtime clubs

Negative Consequences (Using Restorative Practice)

If negative behaviours continue to be exhibited, we use the following series of consequences in a progressive and appropriate way in response to each individual situation. It is expected that good order and a positive climate are maintained. We do not use whole class negative consequences. At all times we remember that it is the immediacy and certainty of response rather than the severity that matters.

Consequences must be made by a paid member of school staff or a person authorised by the Executive Headteacher or Acting Head of School on the school premises or while the pupil is under the charge of a member of staff. Consequences must not breach any other legislation (e.g. in respect of disability, SEN, race or other equalities and human rights) and must be reasonable in all circumstances.

The following set of steps are focused on small but certain consequences and a restorative, not punitive, ending: Reminder, Warning, Time Out, Time to Make Things Right, Time to Talk. **Our emphasis is upon supporting the child to make a good choice and on recognising (and praising) when this happens quickly to get them 'back on track'.**

Conversations may look as follows:

1. Reminder

If a child is doing something inappropriate, talk calmly to the child and tell them to stop. Remind them of a recent example of their good behaviour. Give a quiet verbal reminder of the relevant Sacred Heart Rule or routine, delivered privately wherever possible, e.g. ***Our rule is we listen; Do you remember yesterday when you listened really well in Maths? That is whom I need to see today. Thank you.'*** Offer support and give 'take up' time as appropriate.

2. Warning

Say to the child that this is a warning and that if that particular behaviour continues then they will have 'time out' away from the rest of the class or walking with an adult if at playtime or lunchtime. Remind the child that this is a chance to make a good choice and change their behaviour.

Our rule is** we listen. **You need to stop** talking when someone else is talking. **If you keep** talking, **you will go and** sit on the chair/ sit by the wall/ walk with me at playtime. **I know you can make a good choice.
Thank you.'

3. Time out

If the child does not moderate their behaviour, they are asked to move away from the rest of the class or to walk with an adult if at playtime or lunchtime for a short period. 'Time out' is a few minutes for the child to calm down, think about their behaviour choices and compose themselves.
When placing a child in 'time out', we remind them of the relevant rule and set the expectation that they will be ready to make a good choice in a few minutes and re-join the group. Sand timers may be used to support the management of time out.
***'(Child's name), our rule is** we listen. **You are still** talking. **You need to come and** sit on the chair/sit by the wall/ walk with me at playtime **and think about your behaviour. Thank you.**'*

4. 'Time to Make Things Right' Repairing Harm

If a child carries on with the same behaviour after 'time out' they are expected to spend some of their free time, (playtime), to 'repair' any harm caused, e.g. helping the adult who has spent time managing the child's behaviour with a job, tidying any mess made, completing an activity or showing kindness to a child who has been hurt. The link between the behaviour and the harm in need of repair is made clear. We ensure that 'protective' consequences, e.g. spending some time off the playground, is followed by 'educational' consequences, e.g. spending some time practising playing kindly with an adult or small group of children. We help children to understand the effect their behaviour can have upon others and aim to teach them how to make better choices next time.

Any apology made includes specific reference to the particular behaviour exhibited, e.g. 'I'm sorry for disturbing the learning.' We do not force apologies to be made that are insincere.

When a child has reached step 4, the class teacher informs their parent/carer at the end of the day or as soon after this as possible (either in person or in a phone call) and sets the expectation that the child will make better choices tomorrow.
If a child needs to miss up to five minutes of playtime – this is done in class and is managed by the class teacher. Sand timers may be used to support the management of missing free time. If a child needs to miss the whole of playtime, they are taken to the hall. An adult from their class collects the child at the end of playtime and supports their return to class, reminding them of the relevant rule and setting the expectation that they are ready to make good choices again.

If a child is missing part or all of lunchtime play – they are taken to the library (having informed a member of SLT on duty). An adult from their class collects the child at the end of lunchtime and supports their return to class, reminding them of the relevant rule and setting the expectation that they are ready to make good choices again

5. 'Time to Talk' A Reflective Conversation - Restore and Repair

Whenever a child has reached step 4, we support 'Time to Make Things Right' with a restorative conversation using our restorative questions. We encourage the child to take responsibility for their behaviour choices, to consider the impact on themselves and others and to plan how to respond more positively next time.

Our Restorative questions are:

- What happened?
- What were you feeling/thinking when is happened?
- What harm has been caused?
- How do other people feel?
- What should we do to make things right?
- How can we do things differently next time?

We recognise that it may take time for some children to be ready to have a restorative conversation and that restorative conversations can take place in different places, e.g. in the classroom, over lunch, walking on the playground. Whenever possible, we ensure the conversation takes place on the same day. If this is not possible, the same adult will follow the incident up with the child at the next possible opportunity to do so. We sometimes support restorative conversations with our restorative storyboard. We expect children to work hard and try their best in all activities. If a child has not done so, they may be asked to complete or re-do part of a task during playtime (under supervision).
We expect children to listen during lesson time and to behave in a way that allows everyone else in the class to learn too. If a child has not done this, they may miss a couple of minutes of their playtime to talk to an adult about their behaviour.
We ensure that any physically inappropriate behaviour is dealt with robustly in order to keep everyone safe. This will involve a period of 'Time Out' with 'Time to Talk' through the consequences of this behaviour on others.

Meeting Individual Needs

We understand that some children, including those with SEN related to behaviour, will find it particularly difficult to meet the school's expectations and may exhibit particularly challenging behaviour. Individual strategies will need to be implemented and reasonable adjustments made to support them (Equality Act 2010). The support offered is based on the Herts Steps therapeutic approach to behaviour. Although, the school endeavours to apply the provisions of this policy consistently, we are aware that there are times when a difference in approach may be required depending on an individual's culpability, level of involvement or individual circumstances.

This not only applies to pupils at the school but also those transitioning into Sacred Heart either into Reception or via a mid-year admission. Careful information gathering will take place before children enter Reception so as to ensure that additional support can be put in place for those who require it. For in-year admissions, conversations will take place, whenever possible, with the child' previous school to ensure any additional needs can be prepared for and supported.

In the event of a child being repeatedly unable to meet the school's behavioural expectations, the first tier of support is completion of an Early Prognosis tool. Should

behaviour persist, an '*Anxiety Map'* will be completed which informs the completion of a *'Predict and Prevent'* sheet. This will be produced by the class teacher, with support from SENCO of SLT as needed. The ethos behind this is 'if you can predict it, you can prevent it. The prevent plan will look closely at triggers for positive and negative behaviours and identify adjustments needed to ensure the child accesses the day successfully.

Should behaviour escalate, or suspensions be required, then an Individual '*Risk Reduction plan'* may be required. The Risk Reduction plan should be completed in tandem with a '*Roots and fruits'* sheet. This will formalise strategies which may differ from the standard policy. Class teachers, with support from the SENCO or SLT as needed, record the particular strategies put in place to support a particular child. This is shared with all members of staff who work with the child to ensure consistency. Risk Reduction Plans are also shared with parents/carers and are reviewed regularly. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management and relevant whole school procedures should take place to eliminate these as contributory factors. The aim is to support a child to access learning and participation in their classroom.

Should matters persist or deteriorate further the following actions will be taken as necessary.

- Seeking further advice from Headteacher, SLT and SENCO
- Seeking external support via Local Authority,
- Seeking further advice from Education Psychology Service. Rivers Educational Support Centre, Communication and Assessment team and/or SEN Advisory Service
- Suspension or permanent exclusion from the school in line with current Legislation

We recognise that some behaviours have been learnt over a long period of time, and therefore are likely to take time to 'un-do'. Whilst plans are under regular review, strategies need to be given sufficient time to work. Parents/carers will be continually involved in supporting the school in managing their child's behaviour. It may also be appropriate to complete one or more of the following:

I. Safety and Support Plan (SSP), if the child is a risk to others;
II. Early Help Module (EHM), if multi-agencies are involved with the child;
III. Pastoral Support Plan (PSP), if the child is at risk of exclusion;
IV. Risk And Management Plan (RAMP), if the child is exhibiting sexualised behaviour.

The school may need to adapt the curriculum to include additional therapies or emotional regulation and anger management support (such as 'Volcano in My Tummy). In some cases, it may be appropriate to temporarily place a child on a reduced timetable; this may be required in cases where the child's behaviour is significantly impacting on their own or others education, emotional well-being or safety. This will always be in agreement with the child's parents/carers and will be kept under regular review, with an aim to reinstate a full-time timetable. In such cases, the Local Authority will be informed by the SENCo. This will be supported by a PSP.

Guidance for staff regarding dealing with inappropriate behaviour

When dealing with all forms of inappropriate behaviour, in or outside of school, members of staff should follow these rules:

1. Be calm: children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Recommended script

1. "I can see something is wrong."
2. "I am here to help."
3. "Talk to me and I will listen."
4. "Come with me and…"

2. Apply any sanction fairly and fully explain the consequences. Staff will give a clear explanation of the consequence of continued wrong behaviour

3. Fresh start: although persistent or serious misbehaviour needs recording, every child must feel that each learning session is a fresh start.

Suspensions and permanent exclusions

In exceptional circumstances it may become necessary for a child to be permanently excluded from the school; staff in school will do all that they possibly can to avoid this situation arising including exploring with parents the option of a managed move. A managed move will be carried out following procedures outlined in the DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2026). The document states (pg. 25, para 58), '*Managed moves should be voluntary offered as part of a planned intervention and agreed with all parties involved (including the parents and the admission authority of the new school). Managed moves should only occur when it is in the pupil's best interests*.'

Only the Executive Headteacher has the power to exclude a pupil from school. When deciding whether an exclusion should be imposed or not, the headteacher will do so considering the 'balance of probabilities' (DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026 p47 para 136). This means that the head teacher should accept that something happened if it is more likely that it did happen than it did not. The headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently, but this is always as a last resort. In exceptional circumstances, usually when further information has come to light, a permanent exclusion may be issued to begin immediately after the end of a suspension.

There will be times when an action warrants an immediate lunchtime suspension, whole day suspension or permanent exclusion, for example;

- Persistent poor behaviour that disrupts teaching and learning
- A serious case of bullying

- Persistent bullying
- Where the safety of any members of the school is put at risk or the health and safety of the individual themselves
- Serious fighting that causes serious injury to another
- Prejudiced abuse or intimidation
- Possessing, supplying or using illegal drugs or drugs that are considered 'legal highs' (e.g. solvents, alcohol, tobacco etc)
- Possessing or using an offensive weapon
- Making a malicious accusation against a member of staff
- Compromising (hacking) the school's IT system

In the event of a child being seriously violent to another child or adult, a risk assessment will be drawn up which identifies if suspension is necessary for health and safety reasons.

The Head teacher will use and follow DfE Exclusions guidance when dealing with exclusions and will immediately inform the Chair of Governors if the decision is taken to exclude a child.

DISCIPLINE OFF THE SCHOOL SITE

School has the legal authority to discipline children appropriately should they be deemed to be acting inappropriately. Teachers may discipline pupils for misbehaviour:

- travelling to or from school
- taking part in a school related or school organised activity
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Teachers may also disciple pupils, whether or not the above conditions apply, for misbehaviour that:

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

In all cases, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the control of the staff member.

On an Educational Visit the Headteacher and any member of staff or helping parents with whom she has given permission may discipline children according to school policy. This will be stated in letters to parents in advance of the school trip.

SEARCHING A CHILD

Legislation (Education and Inspections Act 2006, Violent Crimes Reduction Act 2006) allows for a school who has reasonable grounds for suspicion that a child is in possession of an item that is prohibited or which could cause personal injury or damage to property.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers;
- fireworks
- pornographic images.

The search can be carried out by the Headteacher or a member of staff designated by the Head. There will always be two members of staff present where it is safe to do so. The search would take place in the Headteacher's Office with the door open and two members of staff present. A search would take place in a manner as unobtrusive as possible whilst ensuring the safety of children and staff remains a priority. When applicable (e.g. an offending object is found) Police and Social Services will be notified. Parents will also be informed. Should nothing be found, parents will always be notified of what has occurred and the reasons for the search. Should an offending article be found it would be confiscated or disposed of appropriately by the school or police and parents would be notified.

CONFISCATION

Legislation allows schools to confiscate any item that is:

- poses a risk to staff or pupils;
- is prohibited
- is evidence in relation to an offence.
- deemed unsuitable for possession within school.

Any such item will be retained by the class teacher and returned to the child or parent at the end of the day. In the event of controlled drugs being found, they should be delivered to the police as soon as it is possible to do so. If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable. Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images.

Police and Social Services will be informed should the item confiscated raise concern. The school will follow the guidance stated in," Searching, Screening and confiscation-advice for schools" (2022)

PHYSICAL INTERVENTION

A small minority of pupils might require use of positive handling techniques in order to ensure their safety or the safety of others or property. In such circumstances the Headteacher and any member of staff with authority from the Headteacher may do this. The use of physical intervention will never be used as a punishment. The school will follow the advice set out in ' Restrictive Interventions, including use of reasonable force, in schools'(April 2026). See appendix 1 for additional guidance.

SEE 'Reducing the Need for Physical Interventions in School Policy

BULLYING

We work actively with all staff, pupils and parents to create a school community where bullying is not tolerated; this also applies to cyber-bullying. When a child says they are being bullied they will be listened to and the matter investigated. The school uses a serious incident logging form to record the incident details and the action taken. In the event of a bullying incident, the school will:

- Meet with those involved straight away taking your concerns seriously.
- Fill out an incident form to clarify the nature of the incident
- Agree with you plan of what to do to address the problem.
- Invest time to deal with the problem.
- List your concerns on the School's Bullying Log.
- Keep those involved informed of the process.
- Make sure the child involved feels safe.

For further details ***SEE ANTI BULLYING Strategy***

PREJUDICE RELATED INCIDENT

A prejudice related incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics of age, disability, faith/belief, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, sex or sexual orientation.

As a school, we will not tolerate prejudice. Through PSHE (Jigsaw Scheme), RE, circle time, art weeks, topic work, story time, assemblies, drama, role play and playtimes the children learn that diversity is a good thing, providing us with richness and variety that we should embrace. We make good use of a range of resources to promote the development of positive views of diverse cultures.

Any overtly racist incidents are logged and forwarded to the LA. We work with pupils and their parents where such incidents have occurred.

The school will endeavour to make all reasonable adjustments for any child as stated in the Disability Act. ***SEE Equality POLICY***

Prohibited Sexual Harassment

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence

Including:

- Participating in any communication that is sexually suggestive or offensive through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication.
- Sexual or lewd comments about clothing or appearance or calling someone sexualised names.
- Sexual jokes, verbal abuse or sexually degrading descriptions

The school will respond promptly and appropriately, to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

COMMUNICATING AND PARENTAL PARTNERSHIP

We give high priority to clear communication within the school and to positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Parents are made aware of our approach to the management of behaviour. This policy document is available on the school web site and a hard copy is available to parents on request.

The school recognises the importance of positive relationship with parents and seeks to foster this. We actively promote involvement and inclusion of parents in the life of the school through:

- Parent helpers providing invaluable support.
- Regularly holding events such as parent forums, cake sales and assemblies.
- Welcoming parents into school to share their child's achievements.
- Annually issuing a Parent Survey; this provides us with a useful self-evaluation tool to analyse our successes and areas for development. Parents are informed of issues resulting from the survey and action points.

These key activities keep home school links alive and through this close liaison we aim to build trusting relationships that supports not just the child's learning but also their social emotional development. Where behaviour is causing concern we ensure that all those working with the child in the school are aware of those concerns, and of the steps being taken in response. The key professional in this process of communication is the class teacher (who will take advice from the SENCO if required). The Headteacher will be alerted if pupils are causing concern so strategies can be agreed before more formal steps are required. Where behaviour causes 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.

For pupils displaying continuous disruptive behaviour or where there are safeguarding concerns, the school may also consider taking a multi-agency approach in which additional professionals are gathered to support the family and child. This will be done working with the parent where it is safe to do so.

STAFF INDUCTION AND TRAINING

We ensure that newly appointed staff (including teachers, teaching assistants, administrative staff and MSAs) are informed of our approach and strategies to the management of behaviour soon after the commencement of their appointment. This will be the responsibility of the Headteacher, supported by the team leader with whom the new staff member will be working (in the case of admin staff this will be the Headteacher).

Where possible we will use regular supply staff who will also be made aware of our approach. It is expected that volunteers in school ensure policies and procedures are consistently followed however only paid members of staff may issue consequences to a child.

Any member off staff experiencing specific behaviour management issues will be fully supported by colleagues and the Headteacher. In the first instance we will identify the particular issues to see whether it is a pupil problem that impacts upon many staff or whether it is a training issue for that particular member of staff.
Where necessary the SENCO will meet with the staff member to support the setting of Risk Reduction Plan and strategies or if necessary to initiate some training through mentoring, observing colleagues and/or attendance on courses.

MONITORING, EVALUATION AND REVIEW

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

- **This policy was approved** during the May 2026 its ownership and implementation are the responsibility of all staff. It was reviewed in **November 2026.**
- T**he policy will be reviewed** in **September 2027**.

Appendix 1

Physical Intervention

Physical intervention is the term used to describe contact between staff and child where no force is involved. The following outlines the approaches suggested Herts Therapeutic Thinking. Physical intervention should not be a habit and staff must be aware of the behaviour policy and Physical Intervention policy for further more detailed guidance.

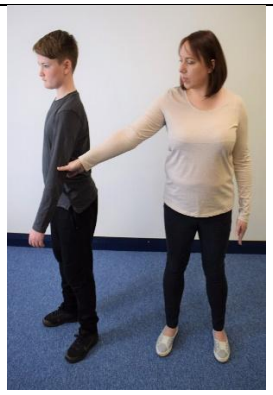
One person escort

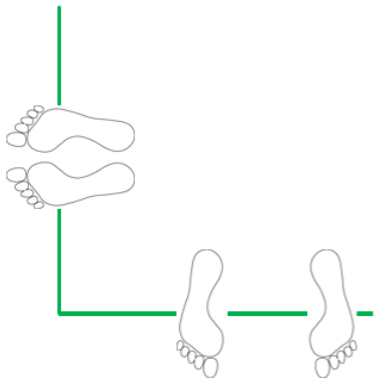
- Hands in mitten grip behind each arm above the elbow.
- Stand beside pupil, body aligned, no unnecessary twisting or bending.
- Move forward at pace.
- Be aware of head.



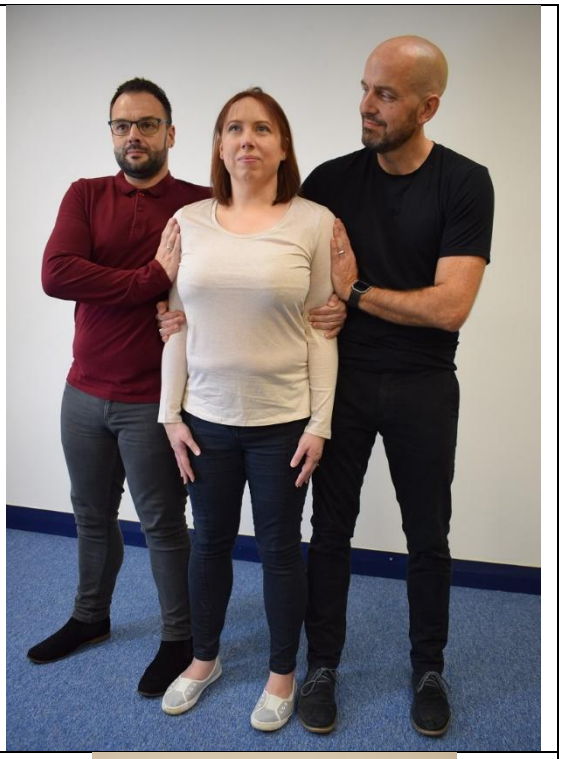
L-shape stance

- Feet set at least shoulder width apart
- Soft knees
- Adults' feet make an L shape with child's feet. Head aware
- Body aligned , no unnecessary twist or bend





Stance

Two-person escort • Mitten grip on arms behind elbow of arm furthest from you. • Other hand flat on child's nearest shoulder. • Adults arms criss-crossed behind the child. • Be aware of the head. • Hip engaged. • No unnecessary twisting.	
Safe hug Beside the child. Mitten grip. Adult can also be sat down.	