

# CORPUS CHRISTI CATHOLIC PRIMARY SCHOOL

Part of the Edith Stein Catholic Academy Trust



## POSITIVE BEHAVIOUR POLICY

### OUR MISSION STATEMENT

*WE LIVE OUR LIVES LIKE JESUS*

This means we will:

- √ **Support everyone on their journey of faith as they deepen their personal relationship with Christ and by recognising the love of God in their lives.**
- √ **Promote everyone's well-being and nurture children to be confident, resilient and articulate with a self-belief that they can make a difference to their local community and wider world.**
- √ **Encourage everyone to achieve their personal best, enjoy school and celebrate all achievements.**
- √ **Celebrate our school's unique cultural diversity.**
- √ **Reach out to Parents, the Parish and the wider community**

*Jesus is at the heart of all that we are and do together at Corpus Christi*

Responsibility	Date
Approved by Trust	
Scrutinised and Inspected by Governors	April 2024
Member of Staff Responsible	Head teacher
Statutory/Non- Statutory	Statutory
Date Last Reviewed	April 2024
Date of Next Review	January 2026

**A copy of this policy signed by the Chair of Governors is kept in the main school office.**

## Changes and Amendments

<u>Section and Page</u>	<u>Change/Amendment</u>
Scripture – pg 1	Inclusion of scripture in line with Trust policy
Expectations pg3	Clarified school expectations/rules Clarified roles and responsibilities
Consequences – pg 5 and 6	Changed layout Added actions/support
Mobile Phones and Wearable Devices pg 7	Inclusion to the statement that pupils may not wear smart watches or fitness trackers.
Appendix A – School blueprint – p14	Summary of behaviour consequences

## Vision

*Instead, be kind to each other, tender-hearted, forgiving one another, just as God through Christ has forgiven you.*

*Ephesians 4: 32*

At Corpus Christi our behaviour policy is underpinned by the gospel values of forgiveness, kindness, tolerance and respect. We have high expectations of behaviour for every child whilst recognising the uniqueness of each individual. We promote positive attitudes to behaviour for learning and our committed to creating an environment where exemplary behaviour is at the heart of productive learning.

### Our Aims

This policy aims to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management. This will allow the pupils at Corpus Christi Catholic Primary School to enjoy a calm, safe and nurturing environment which will support every child both emotionally and educationally to give them the best possible chance of success. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

### We aim to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- Celebrate examples of excellent behaviours.
- Understand that within a climate of inclusion there will be children who need a personalised approach to their specific needs.
- Help pupils take control over their behaviour and be responsible for the consequences of it.
- Involve and support parents and carers in supporting positive behaviour.
- Understand that behaviour is a form of communication.

- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## Our Expectations

The school has 3 simple rules; **'Be Ready; Be Respectful and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly.

### **Expectations of Adults**

***Consistent adult behaviour will lead to pupils consistently striving for outstanding behaviour.***

Adults in school are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

### **We expect every adult to:**

1. Greet each child as they come into school
2. Refer to 'Ready, Respectful, Safe'.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Positively recognise outstanding behaviour throughout every lesson (eg, Award merits)
6. Be calm and give 'take up time' when going through the steps. *Prevent* before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.
9. Record behaviour concerns on CPOMS
10. Communicate effectively with parents so that they are aware of behaviour concerns and are enabled to support their child,

### **Senior Leaders**

Senior leaders will:

1. Take time to welcome learners at the start of the day.
2. Be a visible presence around the site and especially at transition times.
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
4. Regularly share good practice.
5. Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.
6. Regularly review provision for learners who fall beyond the range of written policies.
7. Encourage use of Merits, Postcards home and Positive Phone Calls.
8. Ensure staff training needs are identified and targeted.
9. Provide induction for new staff in relation to our approach to behaviour
10. Provide advice and support to staff in dealing with and managing behaviour.

Head teacher will:

1. Take a leading role in reviewing this behaviour policy
2. Ensuring that the school environment encourages positive behaviour
3. Support staff to deal effectively with poor behaviour
4. Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
5. Ensure that all staff understand the behavioural expectations and the importance of maintaining them
6. Ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

### **Governors will**

1. Reviewing and approving this behaviour policy in conjunction with the headteacher
2. Monitoring the policy's effectiveness
3. Holding the headteacher to account for its implementation

### **Parents and carers**

*The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.*

#### **We ask that parents and carers will:**

1. Get to know the school's behaviour policy and reinforce it at home where appropriate
2. Support their child in adhering to the school's behaviour policy
3. Inform the school of any changes in circumstances that may affect their child's behaviour
4. Discuss any behavioural concerns with the class teacher promptly
5. Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
6. Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
7. Take part in the life of the school and its culture

#### **Expectations of Pupils**

1. Behaving in an orderly and self-controlled way
2. Be courteously and mannerly when talking to staff and each other
3. Showing respect to members of staff and each other
4. In class, making it possible for all pupils to learn
5. Moving quietly around the school
6. Treating the school buildings and school property with respect
7. Wearing the correct uniform at all times
8. Accepting sanctions when given
9. Refraining from behaving in a way that brings the school into disrepute, including when outside school or online

*Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.*

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil needs 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Child Protection and Safeguarding Policies for more information

### **Responding to Behaviour**

*'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'*

*Paul Dix*

We need pupil's minds to be free to learn. This means we practise routines until they become second nature to both teachers and children and there is clear consistency and high expectations across the school. Pupils will know that the same expectations apply when they move into new groups or to a different teacher; time isn't wasted in establishing a new set of routines. New staff will then be able to slip into the same routines quickly. Staff should use the Management Signals as identified in Appendix A to promote a consistent approach to classroom management.

### **Positive Approaches - Rewards**

We believe that by recognising and rewarding positive behaviour we create an environment where all are able to learn in a calm, safe and supportive environment. The following positive strategies should be used consistently by all adults in the school. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture so that children feel valued members of our learning community and motivated to always try their best. We are committed to ensuring positive messages are sent home regularly.

- Verbal and non-verbal praise
- Individual incentives, i.e. merits (linked to Corpus Christi values), stickers, entry into the 'Golden Book'.
- Tea with senior leaders for children consistently demonstrating the school's expectations.
- Class incentives, which foster team work within the class, i.e. marbles in a jar and table points, followed up by a whole class reward eg extra playtime.
- Good Shepherd Award. This is a badge and certificate that is presented to one child per class each week during celebration assembly. Parents are invited to attend this assembly so that they can share in their child's achievement.
- Communication home to share positive behaviour for learning, this will either be a quick phone call home, a brief conversation at the end of the day or postcards.

### Consequences

At Corpus Christi, we encourage positive behaviour which reflects our Mission Statement. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies and restorative conversations will always be our default approach. However, if a child is not responding to these strategies, there needs to be appropriate and consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on their personalised behaviour plan.

Steps	Actions
<b>Step 1 Redirection and Reminder</b>	First verbal warning given by adult, a reminder of positive behaviour expected. <i>Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - <b>Ready, Respectful, Safe</b> delivered privately wherever possible.</i> <i>Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.</i> <i>Praise will be given if the learner is able to model good behaviour as a result of the reminder</i>
<b>Step 2: Caution</b>	If behaviour is not changed a second warning is given with a reminder of the next sanction. <i>These should be done discretely whenever possible so that little attention is drawn to the child and may include a gentle encouragement but which makes the pupil aware of their behaviour, how it should change and likely consequences. Use the phrase "Think carefully about your next step..."and then take a step back giving the pupil a chance to think and respond. The pupil is given a final opportunity to engage. If a pupil does respond positively they should be rewarded for the positive choice they have made.</i>
<b>Step 3 Last chance</b>	Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention <ul style="list-style-type: none"> <li>• <b>I have noticed that you are...</b>(having trouble getting started, wandering around etc.) right now.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>At Corpus Christi, we...</b> (refer to the 3 school rules – ready, respectful and safe)</li> <li>• <b>Because of that you need to...</b> (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</li> <li>• See me for 5 minutes after class/during break</li> <li>• <b>Do you remember yesterday/last week when you...</b> (refer to previous positive behaviour)?</li> <li>• <b>That is who I need to see today...</b></li> <li>• <b>Thank you for listening...</b> then give the child some ‘take up’ time.</li> <li>• If the warning is not heeded and the behaviour continues this must be recorded on CPOMS. At this point the learner will be informed that they will have to miss five minutes from the next break/lunch time in reflection time. Children will be expected to have a reflective dialogue. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult (Senior leader) for the remainder of the lunch break.</li> </ul>
<b>Step 4</b> <b>Blue slip</b> <b>Misbehaviour</b> <b>– Cool Off</b>	<p>If a child continues to misbehave (see below for definition) they will have their names and the incident logged on a blue slip. They will then be sent to their prearranged buddy class for an agreed amount of time. The child will be given work to complete and the receiving teacher will monitor during the time out of class. When a blue slip is issued the class teacher will inform parents on the same day. Class teachers will use CPOMS to record blue slips in order to track any patterns.</p>
<b>Step 5</b> <b>Red slip –</b> <b>Serious</b> <b>Misbehaviour</b>	<p>When a red slip is issued the child will be internally excluded for a period of time decided by SLT and dependent on severity of the behaviours, which may include suspension. The child will be supported in reflecting upon the consequences of their actions with the behaviour. Further work will be provided by the class teacher for the child to complete. The parents will be contacted by the class teacher and an explanation of events that resulted in the red slip will be discussed. A meeting may then be arranged with the parents, class teacher and member of SLT to discuss further steps to support the child in improving behaviour.</p> <p>Staff should record the incident leading to the issuing of a red slip on CPOMS including the child’s reflections and any notes of the meeting with parents.</p> <p>SLT will monitor the behaviour records identifying patterns and the impact of actions taken where these patterns occur. Individual Behaviour Plans (IBPs) may be drawn up by the Inclusion Leader for those children who have a number of red cards. There will be a time for reflection with the child so that they can understand fully the consequences of their behaviour.</p>

When a child has spent time in another class on a Blue slip, or have been internally excluded following a Red slip, it is important that when they return to their class it is a positive new start. The adult who brings the child back to their main class will need to ensure that a member of staff in the class is aware of the child’s return and that there is a brief positive hand over. It is crucial that the child understands that they have had the consequences for their behaviour and re-entering their class is a fresh start.

At our school-

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Throwing things in a dangerous manner
- Threatening and intimidating behaviour including verbal aggression
- Deliberately causing damage to property

- Physical violence
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### **Positive Reinforcement and Restorative Conversations**

At Corpus Christi, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. After any behaviour incident a restorative meetings and/or conversations should be held which aims to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future. Any adult, including lunchtime staff, should use a restorative conversation when supporting pupils' behaviour.

Restorative Questions (See Appendix D) These restorative questions will be used to support restorative meetings and/or conversations appropriate to the age and ability of the child.

### **Bullying**

At Corpus Christi we have a zero tolerance policy on bullying and we investigate any allegations thoroughly. For more details on our strategies for dealing with bullying and our adopted definition you can find a copy of our Anti Bullying Policy on our school website or you can request a copy from the school office.

### **Mobile phones and Wearable Devices**

- Pupils in years 5 and 6 may bring a mobile phone to school, once parents have informed the school they would like their child to have a mobile phone whilst at school

- Phones must be turned off and handed to the class teacher on arrival in school each morning and stored safely and securely during the school day
- The school does not take any responsibility for the loss or damage of mobile phones during the school day
- Pupils may not use their mobile phone whilst on the school site
- Pupils should not take any photos of themselves or other pupils, parents or staff during school activities
- Wearable devices, including smart watches and fitness trackers should not be worn to school. (analogue and digital watches with no communication capacity maybe worn.)
- Pupils may only have access to a wearable device if it is part of their learning provision and has been agreed with the Inclusion Leader.

### **Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. Other strategies to de-escalate an incident should be used before reasonable force is considered. i.e distraction techniques, restorative conversations/questions, seeking support from other staff and/or senior leaders. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing significant disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

### **Lunchtimes**

We believe that rewards for academic and social achievements hold equal status. Positive behaviour at lunchtimes is promoted through public praise in front of peers and lunchtime stickers awarded for showing the Corpus Christi values (which will converted to a merit). Lunchtime staff should use restorative conversations when dealing with misbehaviour.

**Orange** ‘incident slips’ are used by lunchtime staff as a means of recording behaviour that has occurred during the lunch period. The relevant class teachers need a copy of this at the start of the afternoon. The report should show what action was taken i.e. made to apologise, time out. Teachers will decide what further actions are needed based on these reports.

For behaviour that needs addressing by a Senior Leader i.e. if any child is verbally or physically aggressive to either another child or an adult during lunchtimes, a senior leader should be informed immediately with either the pupil brought in by a Lunchtime supervisor or a Senior Leader called for who will then decide the sanctions needed. The member of staff who saw the

incident will complete an orange 'incident slip' which will be recorded on CPOMS and the class teacher and parents informed.

### **Confiscation, Searches, Screening**

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

#### **Confiscation**

Any prohibited items (listed under Serious Misbehaviour) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

#### **Searching a pupil**

Where a member of staff believes a search of a pupil is necessary, they must seek the advice of the headteacher or DSL (or deputy DSL) or the school's SENDCO.

Appendix C outlines the school's protocol for searches

#### **Screening**

Screening involves using a walk-through or hand-held metal detector which pupils pass through. At this current time, Governors and Leaders do not believe it is required at Corpus Christi and no pupil will undergo screening

### **Responding to misbehaviour from pupils with SEND**

#### **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned and may include:

- Short, planned sensory breaks for a pupil with SEND who finds it difficult to concentrate for long periods
- Adjusting seating plans to allow a pupil with a visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Use of sensory spaces where pupils can regulate their emotions
- Use of social stories
- Emphasis on 'choice' rather than 'control', e.g. take up time
- Use of PSHE and curriculum approaches to teach rules and routines

### **Adapting sanctions for pupils with SEND**

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

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

### **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **Supporting pupils following a sanction including suspension**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This should include measures like:

- Restorative conversations – see Appendix B
- Reintegration meetings
- Daily contact with the phase leader, senior leader or headteacher

- A report card with personalised behaviour targets

### Off-site misbehaviour

The school has the same high expectations of pupils' behaviour when they are off site representing the school. This means 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

Before any off-site activity, teachers will reinforce the school's behaviour expectations and remind pupils that they are representing the school.

Where a pupil has misbehaved off-site, the school will follow the consequences as listed above.

### Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

For further information please see Anti-bullying Policy

### Exclusion and Suspension

The school 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.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our Suspension and Exclusions policy for more, including advice to parents.

### 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 consider whether to 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 consider whether to 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 (LADO), 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 Policies for more information on responding to allegations of abuse against staff or other pupils.

## Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- The school's expectations

Behaviour management will also form part of continuing professional development.

## Monitoring arrangements

### **Monitoring and evaluating school behaviour**

The school will collect data through CPOMS on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the head teacher, DSL and SENDCO and presented to the Local Governing Board termly.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### **Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and local governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the local governing board

## Links with other policies

This behaviour policy is linked to the following policies

- Child Protection and Safeguarding policies
- Suspension and Exclusion Policy
- Anti- bullying Policy

- Physical restraint policy
- Mobile phone policy
- Online Safety Policy

## Appendix A Our Corpus Christi Catholic Primary School Blueprint

This is how we do it here...

**Be Ready- Be Respectful – Be Safe**

<b>Relentless Routines</b>		
1. Smart Walking	2. Hand signals	3. Magnet Eyes

Stepped Sanctions	Script – Last chance 30 second intervention	Restorative Conversations
<ol style="list-style-type: none"> <li>1. Reminder – privately whenever possible</li> <li>2. Caution – outline behaviour and consequences</li> <li>3. Last chance – 30 second intervention</li> <li>4. Cool off – Blue Slip – time in another classroom</li> <li>5. Red Slip – SLT intervention</li> <li>6. Repair – restorative conversation</li> </ol>	<ul style="list-style-type: none"> <li>• <b>I have noticed that you are...</b>(having trouble getting started, wandering around etc.) right now.</li> <li>• <b>At Corpus Christi, we...</b> (refer to the 3 school rules – ready, respectful and safe)</li> <li>• <b>Because of that you need to...</b> (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</li> <li>• See me for 5 minutes after class/during break</li> <li>• <b>Do you remember yesterday/last week when you...</b> (refer to previous positive behaviour)?</li> <li>• <b>That is who I need to see today...</b></li> <li>• <b>Thank you for listening...</b> then give the child some ‘take up’ time.</li> </ul>	<p>What happened?            What were you thinking at the time?            What have you thought since?            How did this make people feel?            Who has been affected?            How has this affected you and others? What had been the hardest thing for you?            What should we do to put things right?            How can we do things differently in the future?</p>

## APPENDIX B - MANAGEMENT SIGNALS

### Silent signals

Praise children for routines they do quickly and quietly. However, once children know the routines, acknowledge their co-operation with a nod, a smile or a thank you.

### Team stop signal

The team stop signal helps us stop children in a calm manner, ready for what's next. It replaces all other stopping techniques: clapping, clicking, singing rhymes, shaking a maraca, shouting, shushing, singing, dance routines, counting back.

The stop signal is used at playtime, in assembly, in lessons, during transitions, at lunchtime, on trips and in staff meetings.

Use this signal to gain attention. Practise until children respond in under five seconds and in silence.

1. Hold one hand in the air with a flat palm. Do not clap or talk.
2. Scan the room to check every child has responded. Every child:
  - Raises one hand in response;
  - Checks their partner and others at their table have also raised their hands – gently tapping an arm if necessary;
  - Looks attentively at you – eyes locked into yours to show they are ready to listen;
  - Sits up tall, beside their partners.
3. Lower your hand and scan to check everyone is looking at you attentively, ready to listen. Do not start talking until you have their attention.

### Turn to your partner (TTYP) signal

Partner work should be used consistently in all lessons.

Hold both hands pointing forward as if they are two open gates. Close the gates as soon as you have finished asking the question.

Practise this signal until children turn automatically to their partners to answer the question. Avoid saying the words 'turn to your partner'.

Children should turn their heads towards their partners, not their whole body or chair.

### My Turn, Your Turn (MTYT) signal

Use this silent signal when you want the children to repeat something after you.

My turn: gesture towards yourself with one or two hands.

Your turn: gesture towards the children with one or two open palms.

Explain to the children that this signal is yours and not theirs.

### Magnet eyes

When you want to be sure the children are listening, point to your eyes with two fingers.

This indicates that their eyes should be on yours and their bodies still.

### 1, 2, 3 signal

Move the children silently from carpet to table in under 15 seconds.

- Hold up one finger: children stand
- Hold up two fingers: children walk and stand behind their chairs
- Hold up three fingers: children sit down and prepare to read or write.

And in reverse, move the children from table to carpet in under 15 seconds.

- Hold up one finger: children stand behind their chairs
- Hold up two fingers: children walk to carpet
- Hold up three fingers: children sit down beside their partners.

## APPENDIX C – PROTOCOL FOR A SEARCH OF A PUPIL

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

Searches will only be carried out by a senior leader OR the class teacher in the presence of another member of staff and wherever practical a senior leader.

During this time the pupil will be supervised and kept away from other pupils.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff in discussion with the headteacher, DSL, DDSL or SENDCO will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Contact parents and explain why there is a need for their child to be searched and ask them to come into school to be with their child while this takes place
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the a senior leader who is not involved in the initial search to try and determine why the pupil is refusing to comply.

During any search, staff should avoid any physical contact with the pupil and must never use reasonable force.

An authorised member of staff may only search a pupil's outer clothing, possessions or tray.

Pupils should be asked to turn out their pockets.

**Outer clothing includes:**

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

**Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- School tray
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil, parent (when possible) and another member of staff are present.

**Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 5
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in Significant Misbehaviour), including incidents where no items were found, will be recorded in the school's CPOMS safeguarding system.

**Informing parents**

The school will aim to contact parents prior to the search with an explanation of the school's concerns and asked to come into school. If parents cannot attend school, senior leaders will explain that the search will continue without their presence.

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

**Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above **does not enable them to conduct a strip search** (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, senior staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Leaders will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others. The pupil will be asked if there is any adult they would like to be present and their wishes respected where practically possible.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **APPENDIX D– EXCLUSION AND SUSPENSION PROTOCOL**

### **Behaviour that will lead to fixed term suspension or permanent exclusion.**

The incident will be reported immediately to the Headteacher and a fixed term suspension or permanent exclusion will apply in the case of

- Persistent use of inappropriate language
- Violence used against any member of the school community
- Consistent refusal to follow the school's rules
- Significant disruption to learning

The Headteacher will follow the DFE guidelines and the Portsmouth City Council Exclusion guidelines.

If a decision is made by the Headteacher to suspend a pupil, the parent must be notified immediately, ideally by telephone followed up by a letter. When the parent needs to be notified in writing depends on when the pupil is suspended;

- Where the pupil is suspended at the end of the afternoon session and the suspension takes effect from the next school day, notice must be given before the start of that day.
- Where the pupil is suspended in the morning session and the suspension takes effect from that afternoon, notice must be given before the start of the afternoon session.
- Parents should follow DFE guidance in relation to appealing decisions to suspend or exclude a child.

A fixed period suspension may be extended, or converted to a permanent exclusion.

### **Written notice:**

The Headteacher must give a written notice to the parents informing them of:

- The precise period and the reasons for the suspension;
- The parents duties during the first 5 days;
- The parents right to make representation to the Governing Board;
- The person the parent should contact if they wish to make such representation;
- The arrangements made by the school to set and mark work for the pupil during the initial 5 days of the exclusion;
- If relevant, the school day on which the pupil will be provided with full-time education;
- If relevant, details of an reintegration interview

The Headteacher must inform the Chair of Governors if a pupil is being suspended for more than 15 days in any one term. Pupils can be suspended for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

### **Educational provision during the suspension:**

- The school has a duty to arrange a suitable full-time educational provision from and including the 6th consecutive day of the suspension
- Where a Looked After Child (LAC) is suspended provision should be in place from the 1st day of exclusion.

### **Reintegration Interview:**

The Headteacher or another Senior Leader, will arrange and conduct a reintegration interview with a parent and the pupil at the end of the suspension at a date and time convenient for the

parent on the school premises. The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the suspension)

If the parent fails to attend, the school must keep a record of the failure as well as any explanation given.

#### Informing the Governing Board/LA

Within one school day the Headteacher must inform the Chair of Governors and the LA of:

- Permanent exclusions
- Suspensions which would result in the pupil being suspension for more than 5 school days (or more than 10 lunchtimes) in any one term
- Suspensions which would result in the pupil missing a public examination

Detailed suspension reports should be sent to the LA and the Chair of Governors. Reports should include:

- The pupil's name
- The length of the suspension
- The reason for the suspension
- The pupil's age, gender and ethnicity
- Whether the pupil has Special Educational Needs
- Whether the pupil is a Looked After Child
- For fixed period suspension of more than 5 days, what alternative provision has been put in place for the pupil.