



## Behaviour Policy

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## 1. Rationale

- 1.1 We aim to create and maintain a positive behaviour culture that is a living example of our key Gospel values in action: Integrity, Humility, Peace, Kindness, Compassion, Courage, Forgiveness and Justice. We aim to offer a calm, safe and supportive learning environment which pupils want to attend, and where pupils and staff flourish in safety and dignity.
- 1.2 We endeavour to foster the development of the whole person having regard for individuals' physical, moral, educational and spiritual formation so that they become the best version of themselves.
- 1.3 We aim to be flexible in meeting the educational needs of individual pupils: to fully recognise the worth of each child, to display patience with development at all levels; to give encouragement and to celebrate achievement.
- 1.4 We strive to make forgiveness and compassion the hallmarks of our dealings with children, particularly in matters of discipline to help them understand that God loves and cares for them.

## 2. Links with other school policies and practices

This behaviour policy is linked with our:

- [Child protection and safeguarding policy](#)
- [Anti-Bullying Policy](#)
- [Exclusion Policy](#)
- [Online Safety \(& Acceptable User\) Policy](#)
- [Relationship & Sex Education Policy](#)
- [SEND Policy](#)
- [School Uniform Policy](#)
- [Plymouth CAST Staff Code of Conduct](#)
- [Plymouth CAST Complaints Policy](#)
- [Plymouth CAST Positive Pupil Welfare Policy](#)
- [Plymouth CAST Allegations Against Staff](#)



This policy is also based on advice from the Department of Education (DfE) on

- [Keeping Children Safe in Education](#)
- [Working Together to Safeguard children](#)
- [Behaviour in schools](#)
- [Mental Health and Behaviour in Schools](#)
- [Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units, including pupil movement](#)
- [Searching, screening and confiscation](#)
- [Use of reasonable force in schools](#)
- [The Equality Act 2010](#)
- [SEND code of practice](#)

### 3. Roles and responsibilities

3.1 The **local CAST board** has responsibility for

- Monitoring this policy and holding the Headteacher to account for its implementation.
- Coordinating regular meetings with staff and pupils to monitor behaviour.
- Monitoring behaviour log and attendance data as provided by the Headteacher.
- When necessary, be involved in any exclusions panels and hearing appeals.

3.2 The **headteacher**, as the designated safeguarding lead, is responsible for the following:

- Routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- Consistently modelling, recognising and praising good behaviour at all times.
- Ensuring that all staff and stakeholders understand this policy and that it is being implemented consistently throughout the school.
- Co-ordinating the logging of incidents of poor behaviour and providing data for analysis by the Local CAST board.



- Ensuring that all new staff receive induction in the school's approach to behaviour.
- Updating and delivering staff training on the school's approach to behaviour.
- Liaising with other agencies and/or external services as necessary and updating policy as required.

### 3.3 All **staff**, including agency staff, are responsible for:

- Consistently modelling, recognising and praising good behaviour at all times.
- Maintaining an understanding of this policy and implementing it consistently.
- Consistently addressing all behaviour that falls below school expectations through a restorative approach which upholds the dignity of the child and provides an effective opportunity for personal growth.
- Providing pupils with opportunities to practise school behavioural routines to ensure that all pupils fully understand them.
- Promoting pupil independence and self-discipline for all children so that each child learns to accept responsibility for their behaviour.
- Implementing the consequence system consistently, including making reasonable adjustments for children with additional needs where appropriate, in consultation with the school special educational needs co-ordinator (SENCO).
- Preparing and implementing individual learning and behaviour plans, setting targets and creating incentive schemes as needed to meet the needs of individual pupils and those with SEND.
- Delivering the school curriculum, ensuring that it challenges and engages all pupils and is adapted to meet individual needs ensuring that learning is accessible to all pupils.
- Delivering the PSHE curriculum, ensuring that it provides regular and progressive opportunities for work on relationships, feelings, issues around child protection and anti-bullying.
- Providing well ordered, calm and purposeful learning environments.

### 3.4 All **pupils** deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. They are therefore expected to:

- Know and understand the school behaviour standards, expectations, and consequence processes.
- Understand that they should contribute towards the culture of the school by following the school behaviour policy and upholding the rules.
- When arriving at the school after the start of the academic year, attend an induction process that familiarises them with the school behaviour policy and culture.



- Support the Headteacher to evaluate and improve the school's behaviour policy.

### 3.5 **Parents, volunteers and visitors** are expected to:

- Model good behaviour within the school community
- Support staff in delivering the behaviour policy by communicating respectfully with staff and raising concerns appropriately when necessary.

## 4. Behaviour Expectations

The school's behaviour expectations are organised into three categories: Be respectful, Be ready and Be safe. These are described below:

### **Be respectful**

- Be kind, helpful and considerate to others
- Listen when someone is talking
- Respond to an adult using their name
- Say please and thank you - be grateful!
- Abide by online-safety rules when using electronic devices
- Take care of people's belongings, the school building and resources
- Wear school uniform and PE kit proudly and neatly
- Movement around school should be silent

### **Be ready**

- Hands up - no calling out
- Follow instructions
- Be ready by 'countdown' to zero
- Folded arms at tables - focus on the teacher
- Sit up straight
- Stay focused in class - no wandering around
- Move on 'count-up' to three

### **Be safe**

- Safe sitting
- Walking feet inside
- Keep to the left
- Look where you are going
- Careful and gentle hands and feet



## 5. Strategies for promoting positive behaviour

5.1 The following practical strategies are used in school to encourage and reward positive behaviour:

- Reminding pupils that we have high expectations for them because we care and want them to achieve well.
- Teaching routines like a curriculum through: a lesson, handouts, wall posters, role play, whole class discussion and opportunities for repeated practice.
- Refreshing and clarifying the school's expectations and routines for behaviour with all pupils at the start of each half term.
- Ensuring the school curriculum challenges and engages all pupils and is adapted to meet individual needs ensuring that learning is accessible to all pupils.
- Providing pupils with additional responsibilities and leadership roles such as Pupil Chaplains, Sports Leaders and Prefects.
- Promotion of the Gospel Values and the school Learning Behaviour system.
- Awarding house points for effort and attitude.
- Providing positive recognition of positive behaviour using both words and body language.
- Providing specific praise for effort over achievement.
- Expectation of calm and controlled movement around the school at all times: allowing each other space and common courtesies at doorways.
- Provision of well ordered and labelled classroom learning environments.
- Highlighting achievements publicly through giving out awards in assemblies and naming pupils in the school newsletter.
- Half-termly celebration assemblies with invited parents focused on Discipleship, the learning behaviours and wider achievement outside school.
- Recognition of positive attendance patterns.

## 6. Strategies for addressing negative behaviour

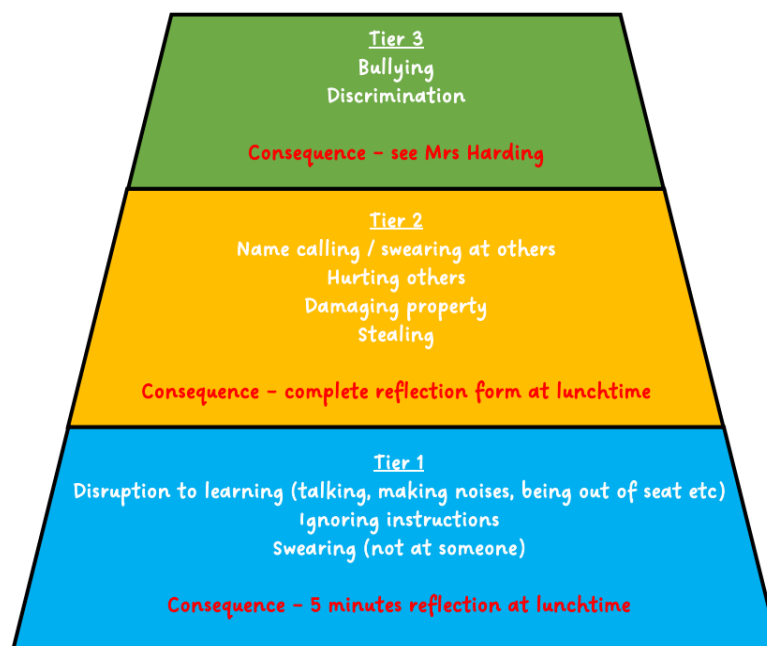
6.1 The following practical strategies are used frequently in school to address negative behaviour:

- Using humour, positive praise and encouragement.
- Listening to the child to find out what the problem is.
- Reminding all pupils of the school expectations and standards.
- Giving all pupils a chance to calm down and regulate their emotions.
- Explaining to pupils how their behaviour fell short of the school's expectations and standards using language rooted in the terminology of our Gospel values.



6.2 Sometimes these strategies will not be effective and a more formal sanction is required:

- Providing children in Reception and Y1 with a short period of time out within the classroom.
- Implementing the school's three-tiered system of consequence for pupils in Year 2 to Year 6. See below.



6.3 Sanctions are not issued for retributive purposes but serve to be both a personal and communal deterrent.

6.4 Sanctions at all levels should provide the pupil with an opportunity to reflect on their behaviour: why they acted in the way they did and what they could have done differently. Where appropriate they should also be offered an opportunity to make amends.

6.5 Tier 3 sanctions may only be issued by the Headteacher, or Deputy Headteacher in their absence, as a result of a serious misbehaviour. These sanctions may include:

- Loss of privileges eg. loss of a prized responsibility
- School based community service such as tidying a classroom
- An internal exclusion over lunchtime
- Removal from the classroom.





6.6 Removal from the classroom may only be used for the following reasons:

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

6.7 If it is necessary to remove a child from a classroom, the child should still be enabled to continue with their education, and work for them must be provided by the class teacher.

6.8 Following any sanction for negative behaviour, strategies should be considered to help all pupils to understand how to improve their behaviour, and meet the behaviour expectations of the school.

These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate
- strategies for improving pupil attendance (see Attendance policy).

Staff are trained to deliver these interventions. These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

6.9 All sanctions for negative behaviour should be recorded on CPOMS. Reflection forms completed by pupils receiving a Tier 2 consequence should be enveloped and addressed to parents and sent home. Parents will be personally informed by phone of any Tier 3 behaviour sanctions by the Headteacher or Deputy Headteacher.



6.10 When pupils present with unwanted behaviours at lunchtime e.g. being unkind, hurting others or rough play they should be given five minutes to calm down in the 'calm zone'. After this period of calming, a restorative conversation should take place. If remorse is shown and responsibility for their own actions is taken, then no further action necessarily needs to be taken. However where pupils are finding this difficult, they may need further time to reflect on their behaviour the next day and this should be reported to the class teacher to be followed up.

6.11 Pupils are not given a consequence for a breach of our school uniform policy, including forgetting their PE kit, as often these events are beyond their control. The school has a selection of spare PE kit and uniform items that will be offered as an alternative should they be required. It should be noted however that pupils not wearing a PE kit are not permitted to take part in PE for safety reasons and will be given alternative work to complete in another classroom. See our School Uniform policy for further information.

## 7. Child on child abuse

7.1 Incidents of child on child abuse, often known as bullying, are described below:

Types of abuse	Definition
Emotional	Repeatedly being unfriendly towards or excluding a peer
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, in appropriate touching
Direct or Indirect verbal	Name-calling, sarcasm, spreading rumours, tormenting and teasing
Cyberbullying	Abusive behaviour that takes place online, such as through social networking sites, messaging apps or gaming sites
Prejudice-based Bullying	Behaviour motivated by prejudice based on an individual's

	actual or perceived identity; it can be based on characteristics unique to a child or young person’s identity or circumstance.
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7.2 These behaviours are not tolerated at our school and are investigated thoroughly by either the Headteacher or Deputy Headteacher. Tier 2 and Tier 3 consequences will be used as a sanction for this behaviour. Parents and carers will be contacted if their child is alleged to have been involved in an incident of racially motivated, sexually motivated, or prejudice based child on child abuse or an incident of cyberbullying.

7.3 Sexual harassment or sexual violence will never be tolerated or dismissed as ‘banter’, ‘part of growing up’, ‘just a laugh’ or ‘boys being boys’. Behaviours (potentially criminal), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts will always be challenged. This is to ensure that our wider culture does not normalise abuse, leading to children not coming forward to report it. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

7.4 . It is essential that all victims of child on child abuse are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously.

7.5 Further information regarding child on child abuse can be found in the school’s Antibullying policy and Part 5 of the DfE [Keeping Children Safe in Education](#) guidance.

**8. Searching, screening and confiscation**

8.1 School staff can confiscate and dispose of a pupil’s property if it is either a banned item or causing a pupil’s behaviour to fall short of the standard required. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully.



8.2 Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

8.3 The Headteacher and staff authorised by them have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules (see Appendix A) identify as an item which may be searched for.

8.4 Further information regarding searching, screening and confiscation can be found in DfE guidance [Searching, Screening and Confiscation at school](#).

## 9. Absconding from school

9.1 The school has a range of control measures in place to prevent pupils from absconding from school and incidents are very rare. The control measures are regularly reviewed as part of the school's ongoing risk assessment process.

9.2 A pupil is deemed to have absconded when they have deliberately left the school without permission.

9.3 If a child is attempting to abscond from the school site staff should:

- Use de-escalation strategies such as attuning and validating feelings and not issue threats of sanction
- Tell the pupil firmly that the police will be called if they abscond because they must stay in school to ensure their safety
- Attempt to restrain the child if it is possible to do so without causing further harm to the child or to themselves. *For example, trying to restrain a child that is climbing over a fence could cause the child to fall from the fence.*

9.4 If a child has absconded from the school site the following actions should be taken:

- Ensure that the Headteacher is informed and that parents and the police have been contacted.



- Follow at a safe distance, keeping the pupil in sight and maintaining communication with them without causing the pupil to feel the need to run or panic.
- Try to maintain communication with the school as to the pupil's location and any potential danger the pupil is placing themselves in at that time.
- Staff should not place themselves in situations of potential risk or harm e.g. trying to stop fast moving traffic; climbing over fences; entering derelict buildings; walking along or crossing railway lines on foot.
- The use of 'reasonable force' (see below) beyond the school grounds should only be considered as a last resort where the staff member feels that to not physically intervene would likely result in physical damage or harm to the pupil, otherwise it should be left to the police. Any decision should be balanced with the consideration that to act may force the pupil to actually cause harm or injury to themselves. *For example, if a child was threatening to jump from a high position and threatening serious harm to themselves, staff approaching could cause or force the pupil to actually jump.*
- Staff should not use motor vehicles to search for an absconding pupil as it presents a risk of accident through driving and looking for the pupil at the same time. The use of their own motor vehicle may also result in potential liabilities for the individual and the council if they are not insured for use of the vehicle for work purposes

## 10. Use of reasonable force

10.1 All school staff have the power to use 'reasonable force' to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

10.2 When applying 'reasonable force' staff at Our Lady of the Angels are trained in PIPS (Passive Intervention and Prevention Strategies) to use a seated two person 'safe holding technique' that does not compromise the child's breathing at all. Adults will also use Thrive attuning and validation techniques designed to allow the child to feel heard and cared for and to support the de-escalation process. Adults will release the child as soon as they have



calmed and offer them a tissue or cold drink to support them to calm down further. After the event, staff will use a restorative approach to discuss the incident.

10.3 The Headteacher and authorised staff can also use force as is reasonable when searching a pupil without consent for prohibited items but not for other items banned under the school rules (see Appendix A).

Further information regarding the Use of Reasonable Force can be found in DfE guidance [Use of Reasonable Force](#).

10.4 It is recognised that staff may find situations where they have to use reasonable force stressful or upsetting. Senior leaders should ensure that they check in with staff after the event, to provide an opportunity to debrief and review strategies as required.

## 11. Suspension and Exclusion

11.1 In response to a serious breach or persistent breaches of the school's behaviour policy, suspension or exclusion from school may become necessary for the reasons cited below:

- A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.
- A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).

The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Further information regarding Exclusion can be found in the school's Exclusion policy and DfE guidance [Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units, including pupil movement](#).



## 12. Additional support for pupils

12.1 Our Lady of the Angels school is committed to ensuring that it promotes high standards of behaviour as well as the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom.

12.2 We recognise that calm and predictable environments with clear boundaries benefit all pupils but particularly those with SEND enabling them to learn more effectively.

12.3 It is recognised that where pupils have additional needs they may find it difficult to meet the school expectations of behaviour in certain areas therefore reasonable adjustments are needed to be made, as set out under the Equality Act 2010 to avoid any substantial disadvantage to disabled pupils.

12.4 We will endeavour to anticipate triggers of misbehaviour and put in place support to prevent these. Although not an exhaustive list, the following are examples of reasonable adjustments that are offered for pupils:

- A pupil with speech and language needs requires repetition and longer processing time to understand verbal instructions.
- A pupil with a neurodiverse condition requires an additional movement or talk break to avoid needing to sit for too long without calling out.
- A pupil with a hearing impairment requires seating in line of sight to the teacher to be able to follow verbal instructions.
- A pupil with a sensory issue requires an adjustment to the school's uniform policy.
- A pupil with social communication needs requires staff to understand their condition and suggest alternative phrasing for disrespectful comments.
- A pupil with a social or emotional mental health need requires a quiet space to get calm and regulate their emotions.

12.5 Rarely, a pupil with additional needs may present with highly challenging behaviour in class. These pupils will be provided with an individual behaviour plan with a view to ensuring that all staff know how best to de-escalate and



manage incidents of their challenging behaviour.

12.6 Just because a child has SEND, it is unlikely that they would be exempt from sanctions for misbehaviours that are within their control or where provision to support those needs is already in place. However the Headteacher will consider alternative arrangements for sanctions on a case-by-case basis for any pupil where it is believed that the sanction is in breach of the Equality Act 2010 or where an alternative arrangement would be more effective.

12.7 To ensure that sanctions are viewed as consistent, fair and inevitable by pupils, where an exception has been made due to exceptional circumstances, it is important that the class still understands that:

- The behaviour wasn't ignored but an exception is being made
- Action is being taken
- The exception has a reason
- We can't always discuss the reason because pupil privacy and dignity is more important

### **13. Reintegration and Intervention Strategies**

13.1 If a pupil has either spent prolonged time removed from the classroom or been suspended, the school should hold a reintegration meeting involving the school, pupil, parents and if relevant, other agencies, ideally before the pupil returns to their classroom but within a maximum of three days where this is not possible.

13.2 At the meeting the school should consider what support (see intervention strategies below) is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

13.3 The school offers a range of intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion.

13.4 The school has a system in place to ensure that the Headteacher and the Deputy Headteacher are aware of any pupil persistently misbehaving, whose behaviour is not improving following either several Tier 1 & 2 sanctions or at least one Tier 3 sanction; or whose behaviour reflects a sudden change from previous patterns of behaviour.





13.5 Examples of interventions the school can offer include:

- frequent and open engagement with parents
- providing mentoring and coaching for pupils and/or staff
- short-term behaviour reward charts or longer-term behaviour plans
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills
- a managed move to initiate a process which leads to the transfer of a pupil to another mainstream school permanently.

13.6 Where a pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about any serious behavioural issues will be made and an emergency review of the plan is offered if required.

13.7 Where the Headteacher (as DSL) has serious concerns about a pupil's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

Further information regarding multi-agency working can be found in the DfE guidance [Working Together to Safeguard Children](#).

## 14. Behaviour outside school premises (including online)

14.1 Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

14.2 School staff will implement sanctions as set out in Section [6.2](#) above when a pupil's behaviour poses a threat or causes harm to another pupil or where there is poor conduct that could adversely affect the orderly running or reputation of the school whether or not they are identifiable as a pupil of the school when :

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- communicating online.



14.3 When dealing with incidents of child on child online abuse that have taken place outside school, the school will adopt the following approach:

- Request screenshots, video clips or recordings from the reporting parent (unless images are of a sexual nature which should only be shared with the police).
- Speak to all pupils involved to gain a balanced perspective of the incident and advise them that their behaviour has fallen short of school expectations and any consequential sanctions that might be applied in school.
- Contact all parents and carers of pupils involved and request that individuals are blocked if necessary; or that where pupils are under age restrictions, access to social media apps, websites or games is removed immediately to prevent further incidents.

*NB. Youtube, WhatsApp, Facebook, Snapchat, Twitter, TikTok and Instagram all have a minimum age requirement of 13 years.*

## 15. Staff Induction, development and support

15.1 The school provides simple, clear expectations of behaviour and these need to be regularly well-communicated to staff to ensure that behaviour can be managed consistently to ensure that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust. The school therefore has the following approach to staff development:

- All new staff receive induction so that they can fully implement the school's approach.
- Updates and training for all staff, which include the review of individual case studies with a view to improving consistency, are provided on a regular basis.
- Where a staff member is struggling to implement the school's approach to behaviour, the Headteacher will create a bespoke 1:1 coaching package to provide support.

## 16. Monitoring and Review

16.1 The effectiveness of this policy will be reviewed through an annual survey for pupils, parents and staff as well as ongoing pupil conferencing and feedback from all stakeholders.

16.2 It is a statutory requirement to review this policy once a year.



## Banned Item List

Items that are prohibited by DfE	Additional Items banned by the school
<ul style="list-style-type: none"> <li>● knives or weapons,</li> <li>● alcohol,</li> <li>● illegal drugs,</li> <li>● stolen items,</li> <li>● any article that the member of staff reasonably suspects has been, or is likely to be used to               <ul style="list-style-type: none"> <li>● commit an offence</li> <li>● cause injury to, or damage to the property of any person</li> </ul> </li> <li>● tobacco or cigarette papers</li> <li>● fireworks,</li> <li>● pornographic images or articles</li> </ul>	<ul style="list-style-type: none"> <li>● vaping devices</li> <li>● lighters or matches</li> <li>● any form of medication unless registered to be administered at the school office</li> <li>● mobile phones (unless walking to and from school without adult supervision)</li> </ul>