Blessed Sacrament

Catholic Primary School

Behaviour Policy 2019

"Aim high – live life to the full"

Written By	Safeguarding Team
Completed	September 2019
Date for review	September 2020
Signed Chair of Governors	*T. Gunderson*
Signed Headteacher	C.Davey

Behaviour Policy

Contents:

Statement of intent

Blessed Sacrament Catholic Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Signed by:

C. Davey Headteacher Date: 02/09/2019

T. Gunderson Chair of governors Date: 02/09/2019

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

1.2. This policy operates in conjunction with the following school policies:

- **Pupil Code of Conduct**
- **Anti-Bullying Policy**
- **Social, Emotional and Mental Health (SEMH) Policy**
- **Special Educational Needs and Disabilities (SEND) Policy**
- **Child Protection and Safeguarding Policy**
- **Exclusion Policy**
- **Drug and Alcohol Policy**
- **Physical Restraint and Reasonable Force Policy**
- **Complaints Procedures Policy**
- **Searching, Screening and Confiscation Policy**

2. Roles and responsibilities

2.1. The governing board has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's

effectiveness in addressing any SEMH-related drivers of poor behaviour.

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

2.2. The headteacher is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.

- Determining the school rules and any disciplinary sanctions for breaking the rules.

- The day-to-day implementation of this policy.

- Publishing this policy and making it available to staff, parents and pupils at least once a year.

  Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

2.3. The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

- Collaborating with the SENCO, headteacher and governing board, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.

- Coordinating with the SENCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.

- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.

- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.

- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.

- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.

- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.

- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.

- Leading CPD on mental health and behaviour.

2.4. The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.

- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.

- Supporting subject teachers in the further assessment of a pupil's strengths an areas for improvement and advising on the effective implementation of support.

2.5. Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.

- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.

- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.

- Being responsible and accountable for the progress and development of the pupils in their class.

- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.

- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: Assistant headteacher / SENCO / headteacher

2.6. All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.

- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.

- As authorised by the headteacher, punishing pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

2.7. Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.

- Reporting any unacceptable behaviour to a member of staff.

2.8. Parents are responsible for the behaviour of their child(ren) inside and outside of school.

3. Definitions

3.1. For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals

- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation

- **Bullying** – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual

- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

- Possession of legal or illegal drugs, alcohol or tobacco

- Possession of banned items

- Truancy

- Refusing to comply with disciplinary sanctions

- Theft

- Swearing, racist remarks or threatening language

- Fighting or aggression

3.2. For the purpose of this policy, the school defines "low level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness

- Low level disruption and talking in class

- Failure to complete classwork

- Rudeness

- Lack of correct equipment

- Refusing to complete homework, incomplete homework, or arriving at school without homework

- Disruption on public transport

- Use of mobile phones without permission

- Graffiti

3.3. "Unacceptable behaviour" may be escalated as "serious unacceptable behaviour", depending on the severity of the behaviour.

3.4. "Challenging behaviour" is defined as:

- Discriminative abuse

- Verbal abuse

- Bullying

- Persistent disobedience or destructive behaviour

- Extreme behaviour – e.g. violence, running away from school, vandalism

- Any behaviour that threatens safety or presents a serious danger

- Any behaviour that seriously inhibits the learning of pupils

- Any behaviour that requires the immediate attention of a staff member

4. Smoking and controlled substances

4.1. In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

4.2. Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

4.3. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

4.4. In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

4.5. The school has a zero-tolerance policy on illegal drugs and legal highs. Pupils and staff are required to follow the school's Drug and Alcohol Policy.

4.6. Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.

4.7. The staff member will store the sample in the safe.

4.8. The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.

4.9. The school will not hesitate to name the pupil from whom the drugs were taken to the police, and a full incident report will be completed.

4.10. Any further measures will be undertaken in line with the school's Child Protection and Safeguarding Policy.

4.11. Where controlled substances are found on school trips away from the school premises, the parents of the pupil, as well as the local police, will be notified.

5. Prohibited sexual harassment

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

5.2. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity

- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names

- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions

- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.

- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body

- Taking, displaying, or pressuring individuals into taking photos of a sexual nature

- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing

- Purposefully cornering or hindering an individual's normal movements

- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:

- Accessing, downloading or uploading pornography

- Sharing pornography via the internet or email

- Creating or maintaining websites with sexual content

- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

5.3.   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.

5.4.   Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

5.5.   The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

6. Items banned from the school premises

6.1.   The following items are banned from the school premises:

- Fire lighting equipment:
  - Matches, lighters, etc.
- Drugs and smoking equipment:
  - Cigarettes
  - Tobacco
  - Cigarette papers
  - Electronic cigarettes (e-cigs)
  - Alcohol
  - Solvents

- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure
- Weapons and other dangerous implements or substances:
  - Knives
  - Razors
  - Catapults
  - Guns (including replicas and BB guns)
  - Laser pens
  - Knuckle dusters and studded arm bands
  - Whips or similar items
  - Pepper sprays and gas canisters
  - Fireworks
  - Dangerous chemicals
- Other items:
  - Liquid correction fluid
  - Chewing gum
  - Caffeinated energy drinks
  - Offensive materials (i.e. pornographic, homophobic, racist, etc.)
  - Aerosols including deodorant and hair spray

6.2. All members of staff can use their power to search without consent for any of the items listed above.

6.3. Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

6.4. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

6.5. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

6.6. A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

6.7. The school is not liable for any damage to, or loss of, any confiscated item.

6.8. The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

6.9. For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.

6.10. Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

6.11. The headteacher will always be notified when any item is confiscated.

6.12. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

7. Effective classroom management

7.1. The school understands that well-managed classrooms:

- Start the year with clear sets of rules and routines that are understood by all pupils.

- Establish agreed rewards and positive reinforcements.

- Establish sanctions for misbehaviour.

- Establish clear responses for handling behavioural problems.

- Encourage respect and development of positive relationships.

- Make effective use of the physical space available.

- Have well-planned lessons with a range of activities to keep pupils stimulated.

7.2. Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to follow the school Pupil Code of Conduct which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.

- Arrive to lessons on time and fully prepared.

- Follow reasonable instructions given by staff.

- Behave in a reasonable and polite manner towards all staff and pupils.

- Show respect for the opinions and beliefs of others.

- Complete classwork as requested.

- Hand in homework at the time requested.

- Report unacceptable behaviour.

- Show respect for the school environment.

7.3. Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- Classroom rules
- Routines
- Praise
- Rewards

Classroom rules

7.4. Teachers establish classroom rules on an annual basis in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to.

7.5. Teachers ensure that classroom rules are always clear, comprehensive and enforceable.

7.6. Attention is given to how rules are worded – teachers ensure they use positive language rather than negative, e.g. "I will act respectfully towards my peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

7.7. Before committing to the classroom rules, teachers ensure that all pupils fully understand what they involve and what is expected of them.

7.8. Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed.

7.9. Rules are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom, e.g. before any lesson activity.

7.10. Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.

7.11. At the beginning of the school year, once the classroom rules have been devised

7.12. All rules outlined in the Classroom Rules Agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers ensure pupils understand this.

Routines

7.13. The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine.

7.14. Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily.

7.15. Routines may include activities such as the following:

- Standing behind chairs before the class starts and sitting down upon the teacher's instruction
- Handing out exercise books and pens/pencils at the beginning of the lesson
- Writing lesson objectives down

7.16. Once a routine has been established, the teacher models this for pupils to ensure they understand it.

7.17. Routines are displayed alongside the classroom rules on the wall so that they are clearly visible to pupils.

7.18. Teachers explain the rationale behind the routine to help pupils understand why it is needed, as well as the sanctions that will be imposed if a pupil does not adhere to the routine.

7.19. Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

Praise

7.20. The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

7.21. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only work produced.
- Perseverance and independence are encouraged.

7.22. Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.

7.23. Praise that is given is always sincere and is never followed with immediate criticism.

7.24. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Rewards

7.25. The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.

- **Consistent** – consistently rewarded to maintain the behaviour.

- **Achievable** – keeping rewards achievable to maintain attention and motivation.

- **Fair** – making sure all pupils are fairly rewarded

7.26. The school uses three different categories of rewards – these are:

- **Social** – praise and recognition, e.g. a positive phone call or email home.

- **Physical** – material rewards, e.g. tokens, stickers or certificates.

- **Activity** – activity-based rewards, e.g. extra play, free time.

7.27. Teachers may implement different types rewards as they see fit with approval from the headteacher; however, as a general rule, the following rewards are used:

- Dojo points

- Raffle tickets

- Certificates

- Free time

- Positions of responsibility, e.g. prefect

- Class celebrations

- Lucky dips

- Phone calls / postcards home

- Extra breaktime

(See separate Behaviour procedures)

8. Positive relationships and approach

8.1. Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

8.2. Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom.

- Ensuring pupils understand what is expected of them.

- Creating a positive environment where every pupil feels comfortable and respected.

- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.

- Engaging with pupils during lunchtime and breaktime.

- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

8.3. Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.

- Encouraging pupils to treat others with respect by modelling the desired behaviour.

- Informing pupils of the importance of treating others the same way they like to be treated.

- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.

- Establishing a politeness policy to help pupils understand basic manners and respect.

- Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.

8.4. The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

8.5. The school aims to promote resilience as part of a whole-school approach, using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing

- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

8.6. Positive mental wellbeing will be promoted through:

- Teaching in health education and PSHE / SRE

- Counselling

- Positive classroom management

- Developing social skills

- Working with parents

- Peer support

8.7. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH difficulties that could affect their behaviour. We currently have a SEMH practitioner working in school.

9. The classroom environment

9.1. In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.

9.2. Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.

- Seating those who frequently model poor behaviour away from each other.

- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.

- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

9.3. Wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

9.4. Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

9.5. Teachers establish different methods for regaining pupils' attention, e.g. clapping hands twice means pupils must stop what they are doing and look at the teacher – any methods teachers use are made clear to pupils from the outset and included in their Classroom Rules Agreement.

10. Understanding behaviour

10.1. All staff have ROAR rainbows on their lanyards to ask children where they are placed on the rainbow throughout the day. This will help staff to identify the following:

- What appears to be the underlying cause of the pupil's behaviour?

- Where and when does the pupil display this behaviour?

- What are the triggers of the behaviour?

- What acceptable behaviour can the pupil use to ensure their needs are met?

- What strategies can be implemented for behaviour change?

- How can the pupil's progress be monitored?

11. De-escalation strategies

11.1. Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice

- Using simple, direct language

- Avoiding being defensive, e.g. if comments or insults are directed at the staff member

- Providing adequate personal space and not blocking a pupil's escape route

- Showing open, accepting body language, e.g. not standing with their arms crossed

- Reassuring the pupil and creating an outcome goal

- Identifying any points of agreement to build a rapport

- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened

- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

12. Intervention

12.1. All members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

12.2. Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil

- A pupil tries to, or does, conduct deliberate damage or vandalism to property

- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving a way that is seriously compromising good order and discipline
- A pupil persistently refuses to obey an order to leave the classroom

12.3. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

12.4. All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

- Any articles that have been used, or could be used, to commit an offence or harm

12.5. Though members of staff can search for all the items listed in section 6 of this policy, reasonable force will only be used, if necessary, to search for the items listed in 12.5.

12.6. Any physical intervention used will be conducted in line with the Physical Restraint and Use of Reasonable Force Policy.

12.7. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

12.8. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

12.9. Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

12.10. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

13.   Managing behaviour

13.1.   Instances of poor behaviour are taken seriously and dealt with immediately. Where de-escalation strategies are not effective, the school adopts the following process for handling challenging incidents.

13.2.   The headteacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.

13.3.   After an initial incident of negative behaviour, the following sanctions are implemented:

- The pupil is sent to the Phase Leader (if possible), or in their absence, the most senior member of staff.

- The Phase Leader investigates the incident and decides whether or not it constitutes as challenging behaviour.

- If the Phase Leader deems the behaviour to be challenging, they will record the incident on CPOMS, as well as on the pupil's Behaviour record if they have one.

- The teacher/Phase Leader will inform the pupil's parents and invite them to discuss the incident or discuss over the 'phone

- Parents will be made aware that a repeat offence will result in the pupil being monitored with a Behaviour Contract (ROAR) – if they do not already have one..

- Victims of any challenging behaviour will be offered the opportunity for counselling from an appropriate member of staff.

- The headteacher will enforce a fixed-term exclusion in line with the school's Exclusion Policy.

- When the pupil returns to the school, the headteacher, pupil and parents will verbally agree a strategy for identifying instances of challenging behaviour and how to avoid them.

- Parents will be made aware, in writing, that a further incident could result in permanent exclusion.

- Where a pupil is identified as having SEMH difficulties, but a request for an EHC needs assessment is rejected, or has been approved but the implementation of an EHC plan fails to address the pupil's behaviour, further sanctions, such as exclusion, could be considered.

13.4.   For punishments to be lawful, the school will ensure that:

- The decision to punish a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.

- The decision to punish a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.

- The decision to punish a pupil is reasonable and will not discriminate on any grounds – as per the Equality Act 2010.

13.5. The school will ensure that all punishments are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs and any SEND.

14. Isolation rooms

14.1. The school may decide to move pupils to a separate room away from other pupils for a limited period – these are known as isolation rooms.

14.2. The school will only move pupils to isolation rooms where absolutely necessary, and where the process outlined in section 13 of this policy has been followed and has failed to resolve the behaviour issue.

14.3. The school will ensure that pupil's health and safety is not compromised during their time in the isolation room, and that any additional requirements, such as SEND needs, are met.

14.4. The amount of time that a pupil spends in the isolation room is up to the school to decide. This could be for more than one school day.

14.5. The school will ensure that the pupil is not kept in isolation any longer than necessary.

14.6. The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in isolation.

14.7. The headteacher will request that the pupil's class teacher(s) sets them appropriate work to complete.

14.8. Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

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15. Behaviour off school premises

15.1. Pupils at the school must agree to represent the school in a positive manner.

15.2. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

15.3. Staff can punish pupils for misbehaviour outside of the school premises.

15.4. Staff may discipline pupils for misbehaviour off the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.

- Taking part in any school-related activity.

- In any way identifiable as being a pupil at the school.

15.5. Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.

- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.

- Could disrupt the orderly running of the school.

15.6. Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

15.7. The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

15.8. In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

15.9. Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

16. Staff training

16.1. The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

16.2. Teachers and support staff will receive training on this policy as part of their new starter induction.

16.3. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on an annual basis.

16.4. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

16.5. Teachers and support staff will receive regular and ongoing training as part of their development.

17. Monitoring and review

17.1. This policy will be reviewed by the headteacher and mental health lead on an annual basis, who will make any necessary changes and communicate these to all members of staff.

17.2. This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.

17.3. The next scheduled review date for this policy is April 2020.