



Sacred Heart Catholic Primary School

Behaviour & Expectations Policy

2025-2026



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To go forward together in Christ, To respect our neighbour, To always give of our best'

‘Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they’re in is vital for all pupils to succeed personally.’

(Behaviour in Schools- Advice for headteachers and school staff, DfE 2024)

At Sacred Heart Catholic Primary School, we aim to create a positive and invigorating working environment where all children can achieve their potential. In order for all children and staff to work in harmony together we have high expectations of conduct and behaviour from all stakeholders.

1. Aims

This policy aims to:

1. Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment;
2. Establish a whole-school approach to maintaining high standards of behaviour that reflect the values and ethos of the school;
3. Outline the expectations and consequences of behavior;
4. Provide a consistent approach to behaviour management that is applied equally to all pupils;
5. Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2024
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school’s duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils’ property
- DfE guidance explaining that maintained schools must publish their behaviour policy online
- Principles from Paul Dix’s approach to behaviour management guide the school’s policy and practice in the leadership of behaviour
 - <https://www.pauldix.org/>
 - The approach is based on the idea that small changes in adult behaviour can lead to significant changes in student behaviour. The approach also includes: Giving children ‘thinking time’ to respond to requests, directly intervening calmly and non-confrontationally, and recognizing positive behaviour. There is further detail in section 7

https://assets.publishing.service.gov.uk/media/5a7506e4ed915d3c7d529cec/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf

Tom Bennet - Creating a Culture

3. Definitions

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
- Racist, sexist, homophobic or discriminatory behaviour
- Fighting
- Theft
- Vandalism
- Smoking
- Possession of any prohibited/banned items. These are:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - e-cigarettes or vapes
 - 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) e.g. mobile phones and similar devices
- 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 such as 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

4. Bullying

A separate anti-bullying policy has been adopted by the school.

Definition of bullying:

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

Bullying is, therefore:

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

Bullying can include: (this list is not exhaustive)

<u>Type</u>	<u>Definition</u>
Emotional	Being unfriendly, excluding, tormenting (including socio-economic)
Physical	Hitting, kicking, pushing, taking another's belongings, any use of Violence

Prejudice-based and discriminatory, including:

- Racial
- faith-based
- gendered (sexist)
- homophobic/biphobic
- Transphobic
- disability-based
- taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

- sexual - explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
- direct or indirect verbal - name-calling, sarcasm, spreading rumours, teasing
- cyber-bullying - bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

5. Roles and responsibilities

5.1 The Board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to all staff, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly (CPOMS), to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3 Phase leaders

Phase leaders are responsible for:

- Supporting the Headteacher and Leadership Team in effective delivery of this policy to support pupil outcomes.
- Overseeing and being proactive in celebrating good/positive behaviour.
- Develop and lead on initiatives to address behaviour needs in their phase.
- Support class teachers and other staff deal with Level 3 behaviours (see table 7.8 – Levels of Behaviour incidents)
- Supporting class teachers including meeting parents where appropriate.

5.4 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Identifying when a pupil has been in Reflection five times in one half term
- Communicating the school's expectations, routines, values and standards
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture
- Recording behaviour incidents promptly

- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.5 Parents and carers

Parents and carers should:

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

5.6 Pupils

Pupils will be made aware of the following during their induction, and throughout their school life, into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals. Feedback will be recorded using pupil and parent voice questionnaires.

6. School behaviour curriculum and approach

We believe that achievement and behaviour are interlinked. Good behaviour is a necessary precondition for good learning. It is therefore important that every child receives appropriate support to maximise their chances of achievement and success at all levels. We also recognise that we have a joint responsibility with families to support, teach and model appropriate behaviour.

We aim to promote a positive approach in attitude and behaviour in order to create the best environment in which the children are able to achieve their full potential. This involves clear expectations for behaviour on a whole school and classroom level.

6.1 Vision and Values

As a Catholic school, we value the contribution our parents/carers make in supporting our ethos and share our values and ethos for the culture we seek to create in the school, using:

compassion service friendship respect honesty community

6.2 Five Pillars of Practice

All adults in the school will adopt the use of the five pillars of practice to support the three school expectations school (RRS):

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult conversations

5. Restorative follow up

6.3 Public Praise, Private Criticism

We always praise in public, and remind in private

6.4 The 3 School Rules - RRS

We have three school expectations that all children, staff and visitors to our school are expected to follow. They are:

1. be ready
2. be respectful
3. be safe

Children are asked to self-evaluate their behaviour and are encouraged to ask themselves regularly if they are ready, respectful, and safe and if they are not, what they need to do to become so. Adults consistently use the RRS expectations to encourage positive behaviour and children are able to articulate what it means to be ready, respectful and safe'.

6.5 Positive Reinforcement

When dealing with behaviour we strive to recognise effort and good choices. We seek to give as much praise and encouragement as we can, catching children demonstrating the RRS approach.

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. General approaches to recognising and rewarding positive behaviour include:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project, including student council and school chaplaincy team.

6.6 Safe behaviour and recognising and reward

Specific examples of praise:

- Wallpaper praise - praise that celebrates the classroom culture and desired conduct or attitudes
- Personal praise - praise that is specific to the learner's behaviour, conduct, or attitude
- Directed praise - praise that reinforces good choices
- Reflective praise - praise that encourages positive self-reflection
- Contextual praise - praise that places the achievement in a wider context

We try to focus on celebrating behaviours and not the child. We aim always to promote self-esteem, self confidence, and personal responsibility

6.7 Recognition and reward systems in place

- Individual greetings each morning
- Star of the Day
- Class goals that all children contribute to (recognition board)
- Class rewards
- Class dojos
- Regular reminders of expectations from all staff
- Having responsibilities either in the class or in the school in general
- Playground incentives and awards
- Presenting their work/achievements to their class/other classes
- Weekly VIPs

- Half termly RRR awards
- Postcards home or positive phone calls
- Information sent home to parents when children have shown 'over and above' behaviours
- Involvement of pupils and staff in reviewing behaviour choices, expectations, behaviour strategies through school council, pupil voice, discussion in class, in assemblies and staff meetings
- Representing the school in competitions, on outings, in events, and other activities
- Stickers can be awarded at any time during the school day to individual children or a whole class

6.8 Expectations

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Abide by school policies including the mobile telephone and anti-bullying policies
- Refrain 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.

7. Responding to behavior

7.1 External services and partnership support

The school may seek support from specialised resources and agencies should the individual situation merit such intervention such as:

- Place2Be,
- the School Educational Psychologist,
- CAMHS (Child and Adolescent Mental Health Service)
- the Behavioural Support Team (New River College Outreach),
- School nurse,
- Early Help Services (Bright Start).

7.2 Classroom management

The staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Create a positive classroom culture in line with the school's culture and values
- Display and use the RRS approach, ready, respectful, safe
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour, inclusion
 - Uphold strong anti-bullying and anti-discriminatory behaviour
 - Concluding the day positively and starting the next day afresh
 - Using positive reinforcement
 - Deal consistently and effectively with disruptions
 - Track behaviour incidents clearly and in line with the school's approach (CPOMS)

Some strategies that are used:

- Drive-by comments
- Redirection

- Distraction
- Non-verbal strategies
- Expectation reminders
- Gentle encouragement
- Sitting with the teacher/LSA/learning mentor
- Sitting in another part of the classroom
- Peer led approaches- changing grouping, encouraging positive pairings

7.3 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

7.4 De-escalation techniques

Deescalation techniques including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

7.5 Sanctions are exemplified below:

- A verbal reprimand and reminder of the expectations of behavior
- Sending the pupil out of the class
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Reflection Time at lunchtime to be completed by child and/or adult (see Appendix 3 for 'optionable' proformas to be completed – 7 different examples)
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Removal of the pupil from the classroom with time out of class with SLT
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.6 Approach

To minimise serious sanctions, we adopt the following approach as an intervention.

These 6 approaches pertain to level 1 and level 2 behaviours.

Level 3 to 5 behaviours are more serious and require SLT intervention.

1. redirection
2. reminder
3. caution (outlining behaviour and consequences)
4. last chance (30 second intervention script)
5. time out (cool off elsewhere)
6. repair (restorative conversation)

7.8 Levels of Behaviour Incidents:

7.8 Levels of Behaviour Incidents <i>(for pupils in Y1-6, children in Reception from Spring 2nd half term, does not include Nursery pupils)</i>			
Level	Dealt with by	Examples of unacceptable behaviour	Consequence
1	Class teacher	<p>Minor misdemeanours</p> <ul style="list-style-type: none"> Not following expectations for learning Not ready, respectful, or safe Ignoring reasonable instructions Off task Discourteous Distracting 	<p>Redirection non-verbal cues Reminder drive-bys, 3 rules privately Caution outlining behaviour and consequences Last chance 30 second intervention script</p> <p><i>Do not record level 1 behaviours on CPOMS</i></p>
2	Class teacher	<p>Repeated minor misdemeanours (see above) or</p> <ul style="list-style-type: none"> Using swear words (not directed at others) Inappropriate physical or verbal behaviour 	<p>Time out cool off elsewhere</p> <p>Eg: Time out in class with timer (time relative to age eg Y1 - 5 mins, Y6 up to 10 mins)</p> <p>Pupil attends Reflection Time</p> <p>Record level 2 incidents on CPOMS</p>
3	Class teacher / Phase leader	<p>Continued incidents that prevent others from learning or dangerous behaviour</p> <p>Repeated incidents of level 1 behaviour eg. or</p> <ul style="list-style-type: none"> Offensive language to peers Swearing at others Theft of property 	<p>Time out cool off elsewhere</p> <ul style="list-style-type: none"> Learning to be completed outside the child's classroom in another class for the duration of one lesson Parents notified by class teacher with support of phase leader or a senior member of staff If child refuses to continue their learning in another classroom the teacher should escalate to level 4 actions Repair (restorative conversation) conversation with adult in order to move on <p>Pupil attends Reflection Time</p> <p>Record Level 3 incidents on CPOMS</p>
4	AHT or DHT	<p>Physical or aggressive verbal behaviour e.g.</p> <ul style="list-style-type: none"> intended racist/sexist/homophobic remarks repeated inappropriate or impolite language sexualised behaviour including online behaviour or name calling; Aggressive physical behaviour including deliberate or intended: punching, slapping, kicking, pinching, biting Serious damage to property Sexualised behaviour including unwanted physical touch, upskirting Accessing a mobile phone during school time or other unsafe use of a mobile phone during the school day 	<p>Senior member of staff to be called immediately</p> <ul style="list-style-type: none"> Child to continue their learning outside the classroom for the remainder of the morning or afternoon session including lunch Senior member of staff will make an appointment to see the parents to discuss the behaviour and consequences and draw up a behaviour plan If this is a repeated event the HT will contact parents to explain the behaviour policy and the possibility of a suspension A restorative justice conversation should take place before the child returns to class <p>Pupil attends Reflection Time</p> <p>Record Level 4 incidents on CPOMS</p>
5	HT/EHT	<p>Extreme or persistent aggressive verbal or aggressive physical behaviour</p> <p>Or, the possession of any prohibited items - <i>These items are listed in the DfE document Searching, Screening and Confiscation, July 2022</i></p>	<ul style="list-style-type: none"> Phone call to parent Letter explaining suspension, exclusion decisions in line with policy Meeting arranged for an interview before returning to school <p>Pupil may attend Reflection Time</p> <p>Record the Level 5 incidents on CPOMS</p>

7.9 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, 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 policy for more information.

8. Serious Sanctions and Interventions

8.1 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

Causing 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 on CPOMS, using agreed positive handling policy/terminology and reported to parents/carers (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.

8.2 Searching and confiscation

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.3 Confiscation

Any prohibited items (listed in section 3) 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/carers, if appropriate.

8.4 Searching a pupil

Searches in the primary school setting are rare. However, this policy adopts national guidance on the appropriate steps that are to be taken in the event of a search. National guidance on searches is in the appendices.

8.5 Screening

The school does not operate an approach to screening.

8.6 Off-site misbehaviour

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

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

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

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

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

8.7 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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8.8 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the [headteacher / member of the senior leadership team / pastoral lead] will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

8.9 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

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

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

Please refer to our child protection and safeguarding policy for more information.

8.10 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 policy.

8.11 Detentions

The school does not operate detentions because a reflection time approach rooted in restorative justice is adopted.

8.12 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher/parents.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Staff will endeavour to speak to parents after school, or telephone them on the same day that their child is removed from the classroom. The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning coaches
- Use of support staff
- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency assessment

Recording of incidents

Staff will record all incidents from Level 2 and above of removal from the classroom in CPOMS along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.13 Suspension and permanent exclusion

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 exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

In line with the SEND Code of Conduct and Equality Act 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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 plan (EHCP), the provisions set out in that plan must be secured and the school must cooperate 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:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism and Zones of Regulation
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND

- The pupil was likely to behave aggressively due to their particular SEND

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

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

9.3 Considering whether a pupil displaying challenging, non-typical and unusual 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/carers to create the plan and review it on a regular basis.

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

The provisions set out in the EHC plan must be secured and the school will cooperate 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

Local Authority Contact:

The Children's Services Contact Team (CSCT) is the single point of contact for all services for children, young people, and families in Islington who may need extra help and support. If you are worried about a child, please phone CSCT first: 020 7527 7400

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. This could include measures such as:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on understanding the school's behaviour policy, using CPOMS to record incidents, and working with the staff team to create a positive culture of behaviour. An annual CPD plan includes specialist training on areas of high importance such as the proper use of restraint, meetings additional needs, and understanding how SEND and mental health, child protection, and safeguarding concerns, can affect pupil behaviour.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

Data Analysis and use

The data will be analysed every half term by the senior leadership team.

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
- By other group information where relevant

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 them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and [full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the [full governing board/committee name] annually.

14. Links with other policies

This behaviour policy is linked to the following policies

- Anti-bullying policy
- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Computing and online safety policy
- Educational visits policy

Appendix 1: written statement of behaviour principles

The following principles are suggestions only. Adapt this statement to suit your school's circumstances.

1. Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
2. All pupils, staff and visitors are free from any form of discrimination
3. Staff and volunteers set an excellent example to pupils at all times
4. Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
5. The behaviour policy is understood by pupils and staff
6. The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
7. Pupils are helped to take responsibility for their actions
8. Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

Appendix 2: Behaviour Log – CPOMS


This is an example of how level 2 incidents and above are recorded on CPOMS.

Student

Incident

Categories Attendance Behaviour Bullying Cause for Concern Child Protection Action Child Protection Meeting Communication Historical Child Protection Files Medical Issues
 Parental Contact Referral Request for Information (External Agency) Safeguarding Documents Safeguarding Incident Safeguarding Issue SEND

Linked student(s)
Type a student's name to link them to this incident

Tags 

Date/Time

Status
Monitoring will end if you select 'No Further Action'

Assign to

File

Alert Staff Members

Appendix 3: Reflection Time Proformas (7 examples)

Reflection Time

Name: _____ Class: _____ Date: _____

What happened

What were you thinking?

Which CTK rule/s did you not follow?



Who has been affected and how?

What do you think of your behaviour now?

What can you do now to put things right. What will you do next time you face this situation?

Learner Signature _____ Date _____ LT _____

Incident Refection

Name: Form Group:

Date of incident: Time of incident:

Who was involved (students):.....

Who was involved (Staff):

This incident took place: At school outside school Online

What happened:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

8. _____

9. _____

10. _____

Incident Reflection

I feel: Okay worried annoyed scared frustrated upset angry happy

Responsibility Pie

The responsibility pie helps us look at an incident and who has responsibility for it.

The responsibility pie can also challenge our thoughts and feelings about a particular situation or event.

1. **Make a list** of the people you think caused the problem – **including yourself**.

2. Take a moment to **think** of the amount of responsibility each person has.

3. **Fill in the responsibility pie** by dividing it into slices (like a pizza/cake) for each person involved.

4. The **bigger the slice means the more responsibility** you or someone has.



What I would do differently next time is:

I have been listened to by an adult.

It is the adults job to deal with the incident not mine and I trust the incident will be dealt with fairly

Now I feel: Okay worried annoyed scared frustrated upset angry happy

Student signature: _____ Date: _____

Staff signature: _____ Date: _____

What happened?

My thoughts/feelings:

.....'s thoughts/feelings:

What I said/did:

Draw yourself here

Draw the other person here

Whatsaid/did:

Me

What happened?

I was on the playground and everyone was playing tag.

I said, 'I'm not playing anymore.'

Then, Cory hit me and ran away. I hit him back.

My thoughts/feelings:

I felt angry that Cory hit me!
I wanted to play a different game.

Cory's thoughts/feelings:
I thought Hasan was still playing tag. I tagged him because I didn't hear him say he didn't want to play anymore.

What I said/did:

I hit Cory back.



Draw yourself here



Draw the other person here

Me

Cory

What Cory said/did:

I tagged Hasan because I was playing tag.

EVENT

The Setting: when, where, who?

What happened?

What I could do next time?



My thoughts / feelings



.....'s thoughts / feelings
(other person's name)



My thoughts / feelings

EVENT

The Setting: when, where, who ?

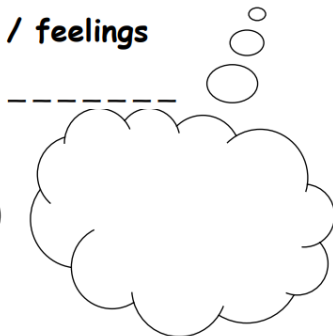
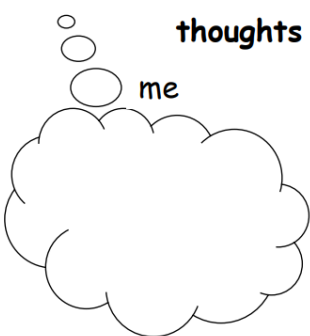
What happened first?

What happened next?



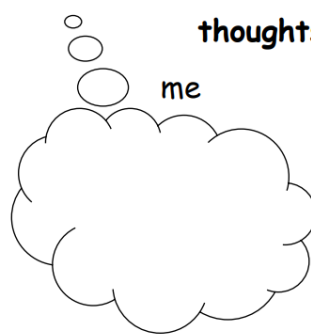
thoughts / feelings

me



thoughts / feelings

me



Appendix 4: Searches

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. 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 make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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.

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 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
- 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 cooperate, the member of staff will contact the select appropriate [headteacher / designated safeguarding lead (or deputy) / pastoral lead], to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

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

Desks

Lockers

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 items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

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 3

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- 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 whether 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, 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. Staff 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, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether 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/carers, 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 information about the role of the appropriate adult).

The pupil's parents/carers 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

This subsection and the 1 directly following apply to strip searches that involve the exposure of a pupil's intimate body parts, but you may decide to follow these procedures for other searches. If so, amend these subsections accordingly.

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.

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, entitlements 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 whether, 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.

Approved by:	Full Governing Body	May 2025
Last reviewed on:		May 2025
Next review due by:		September 2025