

Behaviour policy and statement of behaviour principles

St. Mary's CE Primary School



St Mary's
C of E Primary School

Approved by:	Helen Webb	Date: 8 th September 2025
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Next review due by:	September 2027	



Instilling a life-long love for learning in an inclusive, supportive Christian community.



Vision and Values

OUR VISION:

At St Mary's we aim to nurture the whole child, with the opportunity to develop their full potential through an inspiring and creative curriculum, instilling a life-long love for learning in an inclusive, supportive Christian community. Providing them with the strength to enable them to flourish.

Isaiah 40:31

But those who trust in the Lord for help, will find their strength renewed.

They will rise on wings like eagles;

They will run and not grow weary;

They will walk and not grow weak.

OUR VALUES:

At St Mary's CE Primary School, these values are at the heart of everything we do at school. We actively teach these values to children through our curriculum, collective worship and our day to day interactions with children. We always encourage children to reflect these values in their own behaviour in school and in the wider community.

LOVE is the most important core value in our school. We strive to bring our community together through love, kindness and friendship. We seek to appreciate everyone for who they are and welcome them to our school family. We encourage the whole school community to consider others before themselves and to practice friendship, compassion, forgiveness and tolerance.

HOPE is rooted in God's love for us. At St Mary's, we have high hopes and aspirations for all our pupils, our school and our community

TRUST is central to our school community. We trust in God, one another and ourselves. We value those around us who we know we can rely on, who can support and be there for us. When we work together, we grow stronger and are enriched.

RESPECT, one of our core Christian values, includes self-respect, respect for each other, the wider community and the world. Respect embraces individual differences and similarities within **school and** community. We celebrate these differences and rejoice in similarities. As a school, we ensure children have equal opportunities to be successful and appreciate everyone's talents.

PERSEVERANCE, at St Marys we work hard and aim to be the best we can. We know that sometimes things can be difficult, but we keep going and with God's help we don't give up.

FRIENDSHIP, friends are incredibly important as children grow up. Friendships allow children to grow and develop social and emotional skills. This ensures that the unique individuality of each person is recognised echoing the value placed by God on the preciousness of each person.

Everyone in the school community has a part to play in achieving strong, meaningful relationships and excellent behaviour. We all have a shared responsibility to provide the very best learning environment for our children and so we have a set of principles that apply to everyone (appendix 1).



Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › To support every pupil to flourish beyond the academic, through developing social and interpersonal skills, as well as strong behaviours for learning across the curriculum
- › To provide a holistic, whole-person, inclusive model for our understanding of self – regulation and behavioural needs
- › Outline our system of rewards and sanctions

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 (latest DfE guidance)
- › Searching, Screening and Confiscation in Schools (latest DfE guidance)
- › [The Equality Act 2010](#)
- › Keeping Children Safe in Education (KCSIE) 2026
- › School Suspensions and Permanent Exclusions (latest DfE statutory guidance)
- › Mobile Phones in Schools (DfE guidance)
- › [Use of reasonable force in schools](#) (latest DfE statutory guidance)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- › [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.



Definitions

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework (each class teacher will know their children well and be able to set realistic expectations for what should be completed)
- › Poor attitude
- › Incorrect uniform

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
- › Online sexual harassment, including unwanted sexual comments and messages, sharing of nude or semi-nude images, image-based abuse, AI-generated sexual content, manipulated images ("deepfakes"), or sharing of unwanted explicit content.
- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic, biphobic, transphobic or discriminatory behaviour
- › Behaviour that discriminates against, harasses or victimises another person because of a protected characteristic under the Equality Act 2010, including:
 - disability
 - race
 - religion or belief
 - sex
 - sexual orientation
 - gender reassignment
 - pregnancy or maternity
- › Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items



- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is defined as repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. It can take place face to face or online. Bullying is recognised by the school as being a form of child on child abuse.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, inappropriate or unwanted physical contact.
Verbal	Name-calling, sarcasm, teasing, racial taunts, gestures
Indirect	Excluding someone, spreading rumours
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)



TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Roles and responsibilities

The governing board

The governing board is responsible for:

Reviewing and approving the written statement of behaviour principles (appendix 1)

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the governing body
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › 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 any staff who require it, 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, to make sure that no groups of pupils are being disproportionately impacted by this policy.

The staff team

Staff are responsible for:



- › Knowing and valuing their pupils as individuals. This means knowing their personalities, interests and who their friends are through building effective relationships
- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Treating children with respect and dignity
- › Making time to forgive and reconcile after a difficult situation using a restorative approach and restorative conversations
- › Recording behaviour incidents promptly (on CPOMS)
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, 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, this may include:
 - Taking an active role in supporting the school to create and adhere to Individual Behaviour Plans for their child, when necessary.
 - Supporting school in regulating their child, if necessary, to maintain the safety of all.
- › 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, whilst 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.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school. (S.H.A.R.R.P Appendix 2)
- › 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 standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards (Restorative Rainbow, Appendix 3)

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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.



School behaviour curriculum

At St. Mary's CE Primary School, we understand that behaviour must be taught and is therefore an important part of our school's curriculum. Through a clear and consistent behaviour curriculum, we aim to promote excellent behaviour.

At St Mary's we aim to always be S.H.A.R.R.P:

S AFE

We are safe here because we follow instructions, move calmly around the school, and ensure we do not purposefully hurt others in any way.

H ERE

A LWAYS

Our school rules apply wherever we are; in classrooms, at play, at lunch and in corridors.

R EADY

We show we are ready for learning by being punctual to lessons, listening to our teachers and looking after our equipment.

R ESPECTFUL

We show respect to our teachers, we show respect to our friends, and we show respect to our community. Living out our school values helps us to be respectful.

P OLITE

We are kind and gracious citizens of the world. We are proud to represent St Mary's.

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 safely and sensibly around the school
- › Treat the school buildings and school property with respect
- › Wear the correct uniform at all times
- › Accept sanctions when given
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- › Be responsible for their own safety and security and not compromise themselves deliberately

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

Responding to behaviour

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Classroom and playground management

We have a consistent approach to the management of behaviour within the classroom and around school, including the playground. Staff in the classroom and playground can effectively deal with most inappropriate behaviour exhibited by children. More extreme behaviours may require the help and support of other members of staff.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school, including the playground.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules and be consistent in their language, in line with the school's behaviour curriculum
- 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
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Treat pupils with respect and dignity at all times
- All behaviour management strategies at St. Mary's Primary emphasise a **positive approach**. Attention should, as far as possible, concentrate on recognising and acknowledging good behaviour. When dealing with negative behaviour, there are many strategies that can be used which will support the child, rather than escalate the situation. Strategies include ignoring, highlighting good behaviour which is apparent in the immediate vicinity, positive words of encouragement and giving time and space to a child to enable them to take the right course of action.
- Whilst behaviour management should always highlight the positives, when a child has displayed unacceptable behaviours, it is right and necessary for that child to receive a sanction which is proportionate to the behaviour they have presented. It is important the child understands why their behaviour is unacceptable.
- Providing a staged response to managing behaviour is crucial in enabling children to correct and manage their own behaviour. If severe sanctions are applied too soon, the teacher and the school is left with no place to turn and the child has not had the opportunity to modify their behaviour following reminders and support from a member of staff and to resolve the situation independently.

Safeguarding



The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. The school also recognises that behaviour may be a form of communication and may indicate unmet social, emotional, mental health, safeguarding or additional learning needs. Staff will seek to understand the reason behind behaviour and provide appropriate support alongside any necessary behavioural response.

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/family help intervention or a referral to children's social care is appropriate.

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

Responding to good behaviour

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.

Positive behaviour may be rewarded with:

- › Smile
- › Verbal praise
- › Thumbs up
- › Stickers/ stamps
- › Class recognition board
- › Sharing work we're proud of
- › Values shout-outs
- › Phase leader 'Proud' notes
- › Headteacher's recognition board
- › Messages home
- › Celebration assembly
- › Raffle tickets in the treasure chest

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.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- › A verbal reprimand using 'we/ our' script:
- › Missing some / all of break or lunchtime
- › Sending the pupil out of the class
- › Referring the pupil to a senior member of staff
- › Letters or phone calls home to parents
- › Agreeing an individual behaviour plan (IBP)
- › Removal of the pupil from the classroom
- › Suspension
- › Permanent exclusions, in the most serious of circumstances
- › Lunchtime reflection in a designated area

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.

Sample letters to parents about their child's behaviour can be found in appendix 4.

We may use the assistant headteacher/ headteacher's room in response to serious or persistent breaches of this policy. The assistant headteacher/ headteacher may decide that the child should work in their room during lessons if they are continuously disruptive, and they will be expected to complete the same work as they would in class.

Managing inappropriate classroom behaviour

At St. Mary's Primary School, inappropriate behaviour is dealt with quickly and calmly. It is important that dignity and respect for all parties is maintained and resolution found without conflict. Sanctions do not need to be severe to be effective; they are effective when they are certain, fair and proportionate. Class teachers know their children well and will decide on effective strategies for each individual.

The class teacher has a range of strategies:

- Time out which is used for:
 - Completion of work (*This may be away from the child's table space e.g. another table, on the carpet or in the book corner*)
 - Calm down (*at the child's own table, at another table, on a cushion, on the carpet*)
 - Talk to another adult who will **listen** (this could be the class TA)
- Missing 5 minutes* of break to complete work, to listen, to talk and build relationships with the child
- Missing 5 minutes* of lunch break to complete work, to listen, to talk and build relationships
**This may increase to 10 minutes for KS2 children*
- Alerting the KS leader/assistant head teacher.
- Seeking further advice from SLT
- A letter home

Managing inappropriate lunchtime behaviour

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- Time out (on a bench/ in a quiet space) to:
 - Calm down
 - Talk to another adult who will **listen**
- Time spent inside in 'Reflection' where they will reflect on the incident that has taken place with an adult who will help them to understand the impact of their behaviour and how not to repeat this when they return to the playground.
- Alerting the class teacher
- A letter home

Where the sanction of missing 5 minutes/ 10 minutes of break or lunchtime has been given, the following supervision will apply:

- Class sanction - the class teacher will stay with the child for the duration of this time and, once time is up, ensure they join their peers.
- Lunchtime sanction – the child will go into the designated 'Reflection' classroom with a teacher who will reflect with them and ensure they know when their 5/10 minute sanction is over so they are able to re-join in with the lunchtime activities.

Serious Sanctions

Serious misconduct, in or out of the classroom, will be referred to the headteacher or assistant headteachers. Serious misconduct includes stealing, deliberately hurting other children, vandalism, racism or bullying and persistent disruptive behaviour despite the class teacher contacting and working with parents and carers.

Incidents will be recorded on CPOMS and investigated by the headteacher with the support of the assistant headteacher/s.

Sanctions may include:

- Withdrawal from class activities and working in the HT/AHT office (isolation)
- A letter home
- Restricted access to certain areas in school, this may include the playground

This will be dependent on the nature of the misconduct.

Often more severe behaviour is a result of a complex mix of underlying problems. Repeated incidents of behaviour which contravene the code may mean the school seeks advice from external partners such as the educational psychology service or the behaviour outreach team (Sycamore). Working with parents and carers will ensure effective support is provided to support a child with severe behaviour. An individual behaviour plan may be drawn up.

Children who persistently breach the school rules will have individual behaviour plans drawn up and may follow different steps of interventions and sanctions.

Serious one off breaches or repeated breaches of the school rules may lead to a suspension. If property is damaged, then school may ask parents to provide replacements.

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 that is 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 (regulate) in a safe space

Pupils who have been removed from the classroom are supervised by a member of SLT. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as 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. The 'Restorative Rainbow' will be used to help pupils regulate, reflect, restore and return (Appendix 3).

Parents will be informed 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:

- Direct sessions with the school's counsellor/Senior Mental Health Lead/Sycamore Outreach teacher
- Use of teaching assistants
- Individual behaviour plans
- Multi-agency assessment
- Meetings with parents/carers

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

It is important to note that some children may choose to or be prompted to leave the classroom in order to calm down and self-regulate. This is not classed as removal from the classroom.

Suspension and permanent exclusions

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.

Contacting Parents



Where the class teacher is concerned about a child's behaviour in lessons or at lunchtime, they may wish to contact parents in order to work together to support the child in improving their behaviour. This should be done only after the behaviour management strategies outlined above have been implemented and the child continues to struggle to adhere to the Pupil Code of Conduct *and* following discussion and agreement from the Headteacher/Assistant headteacher. Teachers will log on CPOMS when they have made contact with parents and the outcome of the conversation.

For persistent breach of the Pupil Code of Conduct and school rules, the headteacher may contact parents requesting parents/carers attend a meeting to discuss how school and home can work together to improve their child's behaviour.

Record keeping

- Where a child has missed 5/10 minutes of their break/ lunch as a sanction, it is the teacher's/ teaching assistant's responsibility to record the incident on CPOMS. It should be logged as a 'behaviour' incident with accurate information of time, what happened, who was involved and the resolution. The Assistant Headteacher/s should be alerted. If the child is on the SEND register, the SENDCO should also be alerted.
- Where contact is made with a parent/carers, this should be recorded on CPOMS by the class teacher/Headteacher. Details of the outcome of the meeting, along with action to be taken and by whom, should be recorded.

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. school trips)
- 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).

Online misbehaviour

Online misbehaviour may include:

- cyberbullying
- discriminatory or prejudicial online comments
- sharing images or videos without consent
- threatening or intimidating messages
- participation in harmful or dangerous online challenges



- creation or sharing of AI-generated content intended to harm, embarrass, intimidate or manipulate another individual
- creation, possession or distribution of altered or "deepfake" images

The school recognises that online behaviour can have a significant impact on the safety, wellbeing and educational experience of pupils and will respond proportionately to online incidents which affect members of the school community.

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.

The school recognises that advances in technology, including artificial intelligence (AI), can present both opportunities and risks. The creation, possession or sharing of AI-generated harmful content, manipulated images, deepfake material or content intended to harass, intimidate, exploit or harm others will be treated seriously and managed in line with this policy and the school's safeguarding procedures.

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 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.

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/ family help
 - Refer to children's social care
 - Report to the police

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

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 headteacher will 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 for more information on responding to allegations of abuse against staff or other pupils.

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 and reported to parents

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.



Please see our Use of restrictive interventions policy (including reasonable force and seclusion) Policy for further information.

Confiscation, searches, screening

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

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. Parents will be notified and asked to collect the item (where appropriate) from the school office at the end of the school day.

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

Searching a pupil

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 ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is 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 co-operate, the member of staff will contact the headteacher to try and 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 from 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, desks or lockers.

Outer clothing includes:

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

Searching pupils' possessions

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

- › 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 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
- › If they believe that a search has revealed a safeguarding risk

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



Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents 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 if pastoral support, an early help/ family 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, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

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

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

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

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



- The appropriate adult agrees

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help family 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.

Mobile phones

- Year 6 Pupils who walk to and from school on their own **only** are allowed to have mobile phones with them on-site but they must be handed in to the class teacher on arrival.
- Mobile phones will be stored securely in a designated locked location or school office throughout the school day.
- Phones will be turned off all day and must not be used by pupils during the day (exception for a medical condition)

The school may restrict the use of personal mobile phones and other internet-enabled devices in accordance with current DfE guidance, recognising the impact excessive device use may have on safeguarding, behaviour, wellbeing and learning.

Responding to misbehaviour from pupils with SEND

The school recognises that pupils with SEND or social, emotional and mental health needs may require reasonable adjustments to routines, expectations, communication methods and behavioural support in order to achieve the same high standards as their peers. The school maintains high expectations for all pupils and seeks to adapt access to those expectations rather than lower them.



Recognising the impact of SEND on behaviour

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

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

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

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

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

At St Marys CE Primary School, we aim to anticipate and remove triggers of misbehaviour. Approaches may include:

- Short, planned movement breaks (both sensory and large muscle breaks)
- Adjusting the seating plan to move a child nearer to the teacher/teaching assistant.
- Adjusting uniform requirements
- Training for staff in understanding conditions, eg autism
- Use of planned separation spaces
- Use of favourite activities to de-escalate

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Adapting sanctions for pupils with SEND

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

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

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



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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

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

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

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

Supporting pupils through a sanction

A Restorative Approach

At St. Mary's CE (VC) Primary School we value the importance of restoration. All staff, and in particular the class teacher have a responsibility to rebuild and restore relationships when things go wrong. (Please see Appendix 3 for more information)

Following an incident of misbehaviour, alongside an appropriate sanction the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. The 'Restorative Rainbow' (Appendix 3) will be used and with the support of an adult children will:

- Complete a reflection activity, this will include talking with a supportive adult and may include completing a reflection sheet or a Fix-it- Ticket.
- Consider how to put things right. This may include picking up something that has been thrown or writing a sorry note.

Pupil transition

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.

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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.



Training

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

- › The school's behaviour policy and behaviour curriculum
- › The school's physical intervention and restraint policy
- › The needs of the pupils at the school
- › How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusion and suspension
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture
- › Incidents involving discriminatory behaviour, child-on-child abuse, (peer-on-peer abuse) online harm and sexual harassment.

The data will be analysed every term by the SLT/HT. 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
- › Patterns relating to safeguarding concerns, online safety incidents and protected characteristics.

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

Monitoring this policy

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

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.



Links with other policies

This behaviour policy is linked to the following policies:

- › Suspensions and Exclusions policy
- › Child protection and safeguarding policy
- › Physical intervention and restraint policy
- › Mobile phone policy
- › SEND policy
- › Attendance policy
- › Anti-bullying policy
- › Equality and diversity policy



Appendix 1: written statement of behaviour principles

The purpose of this statement is to provide guidance for the headteacher in drawing up the school's behaviour policy so that it reflects the shared aspirations and beliefs of the Governing Body, staff, parents and pupils in the school, as well as taking full account of the law and guidance on behaviour matters.

- 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
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- The behaviour policy will ensure that there are measures to encourage and promote good behaviour, self discipline and respect, and prevent all forms of bullying.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility and learn from their actions. The school behaviour policy details the restorative approaches that support this process.
- The school will work in partnership with parents and carers to encourage positive behaviour. Where there are concerns over a pupil's behaviour, the school will work with parents and carers to agree common strategies between home and school.
- The school will seek advice and support from external agencies to identify any underlying and unidentified needs and use individualised behaviour plans where appropriate.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Board expects behaviour systems to be inclusive, equitable and trauma-informed, whilst maintaining high expectations for all pupils. Behaviour policies and practices should support pupils to understand expectations, develop self-regulation and restore relationships when difficulties occur.

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: Our School Rules



St Mary's
Catholic Primary School

OUR SCHOOL RULES

ST MARY'S CHILDREN ARE...



Elements
The Power of Learning

SAFE

We are safe here because we follow instructions, move calmly around the school, and ensure we do not purposefully hurt others in any way.

HERE

Our school rules apply wherever we are; in classrooms, at play, at lunch and in corridors.

ALWAYS

We show we are ready for learning by being punctual to lessons, listening to our teachers and looking after our equipment.

READY

We show respect to our teachers, we show respect to our friends, and we show respect to our community. Living out our school values helps us to be respectful.

RESPECTFUL

We are kind and gracious citizens of the world. We are proud to represent St Mary's.

POLITE



Instilling a life-long love for learning in an inclusive, supportive Christian community.



Isaiah 40:31

Instilling a life-long love for learning in an inclusive, supportive Christian community.



Instilling a life-long love for learning in an inclusive, supportive Christian community.



Appendix 3: Restorative Approaches

Restorative Approach

Restoring relationships, rapport and routines

Recognise the impact of actions and any harm caused and consider steps to make it right.

Move from the managing of problem behaviours to the nurturing and repair of relationships.

This approach encourages:

Acceptance of responsibility

Empathy for others

Problem solving techniques learned for next time

Rather than focus on:

A rule violation

Problems

Blame punishment

Focus on:

Harm done to others

Problem solving

Repair, apologise and change

Restorative conversation:

With who:

Time and place (consider where best to do this)

Reflect

- What happened? Who was involved? (Their examples and perspectives)

Thoughts and Feelings-

What were you thinking/feeling at the time? What are you thinking and feeling now? Who was affected and how? How do you think this made others feel?

Repair and Problem solving

What do you think you can do to put things right?

What will you do differently in the future?

Reflection/Action

Why does this matter? How will I apply this?





St Mary's
Catholic Primary School



Elements
Enhancing Learning Through Faith

RESTORATIVE RAINBOW

BEHAVIOUR GUIDANCE 2024

Once a child is in a regulated state, they are able to reflect on their behaviour and talk through helping mechanisms when they are in a state of distress. They are also able to adopt more prosocial ways of communicating and behaving.'

Dr Mine Conkoyun, 'The Neuroscience of the Developing Child' 2023



Appendix 4: Example letters to parents about pupil behaviour - templates

First behaviour letter

Dear parent,

Recently, your child _____ has not been behaving as well in school as they could.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward. Please contact the school office to arrange a convenient time.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____



Second behaviour letter

Dear parent,

I am sorry to report that, despite meeting your child's teacher to discuss behaviour and find a way forward, _____, is still not following the Pupil Code of Conduct and school rules.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with me to discuss how we can work together to best support your child in improving their behaviour. Please contact the school office via email at info@st-mary-ki.dudley.sch.uk or by phone 01384 818295 to arrange a convenient time to meet.

Yours sincerely,

R Palmer

Assistant Headteacher

Date: _____

