

# St Mary Magdalen's Catholic Primary School



## School Behaviour Policy

Written/Revision Date: 20 June 2024

Reviewed by: John Conway, Acting Headteacher

Next Review: 19 June 2025

Approved:

A handwritten signature in black ink, consisting of several loops and a horizontal line at the bottom.

Date: 20 June 2024  
Chair of Governors

## **MISSION STATEMENT**

**We are a Roman Catholic community, placing God at the centre of our lives. Christian values permeate every aspect of the school day. As a small friendly school, we aim to produce the warmth and intimacy of the family. We recognise each individual as special and loved by God, caring for one another and fostering love, trust and respect. When mistakes are made we recognise them as opportunities for learning and consequent reconciliation.**

**We aim to help all children fulfil their potential. We have high expectations of the children; we want them to do their best socially, personally, academically and spiritually.**

**We recognise each child's full entitlement to education. We value children's uniqueness and endeavour to nurture their potential. We strive to promote in them a sense of personal worth and self-confidence, as well as an awareness of their responsibilities to self and others.**

## **CONTENTS**

1. Aims	4
2. Legislation and Statutory Requirements	4
3. Definitions	4
4. Bullying	5
5. Roles and Responsibilities	6
6. School Behaviour Curriculum	8
7. Responding to Behaviour	9
8. Serious Sanctions	15
9. Responding to Misbehaviour from Pupils with SEND	16
10. Supporting Pupils Following a Sanction	18
11. Pupil Transition	18
12. Training	19
13. Monitoring Arrangements	19
14. Links with Other Policies	20
Appendix 1: Behaviour Principles	21
Appendix 2: Behaviour Code of Conduct	22
Appendix 3: Using and Monitoring CPOMS	23
Appendix 4: CPOMS Reports and Analysis Table	25
Appendix 5: Template Letters to Parents	27

## 1. Aims

This policy aims to:

- provide a consistent approach to behaviour management;
- define what we consider to be unacceptable behaviour, including bullying;
- outline how pupils are expected to behave;
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- outline our system of rewards and sanctions.

## 2. Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- 

It is also based on the [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 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property;
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

## 3. Definitions

Our behaviour principles are outlined in Appendix 1.

**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;

- sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation;
- sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexual comments, sexual jokes or taunting, physical behaviour, unwanted comments and messages (including on social media), sharing of inappropriate or explicit images and/or videos;
- vandalism;
- theft;
- fighting;
- racist, sexist, homophobic or discriminatory behaviour;
- possession of any prohibited items which includes 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).

#### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one 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:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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 or gaming sites
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul> |  |
|---|--|

The school explicitly teaches children about bullying as part of its PSHE and RHE curriculum. As a Catholic school our religion lessons also focus on Christ's teachings relating to loving one another and what this means in the context of our pupils' lives.

The school monitors incidents of bullying and adapts its provision to address any issues that may arise with specific pupils, cohorts or pupil groups.

The school seeks parents', pupils' and staff's views on bullying in annual surveys and more regular talks to learners.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy which addresses:

- How the school will prevent bullying
- How pupils, parents and staff can report incidents of bullying
- How the school investigates allegations of bullying
- How the school will react to bullying that occurs off school premises or online
- How the school records analyses and monitors incidents of bullying
- Sanction procedures
- How the school supports pupils who have been bullied and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff and governors in preventing and handling bullying

## **5. Roles and Responsibilities**

### **5.1 The Governing Board**

The Full Governing Body will review this School Behaviour Policy in conjunction with the Headteacher and monitor 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 pupils, parents and 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 (see section 13.1)

### **5.3 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
- 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
- Recording behaviour incidents promptly (see appendix 3 for details of the reporting)
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **5.4 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
- 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.

### **5.5 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
- 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

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.

## **6. School Behaviour Curriculum**

The school seeks for behaviour to be exemplary to ensure that all our pupils are able to learn and develop in an environment where they feel respected and valued. The school recognises that it must plan to ensure there is a culture that promotes excellent behaviour and that this is maintained.

In order to do this, the school's behaviour curriculum includes:

- Explicit teaching of the school's mission statement and how this relates to pupils' behaviours and attitudes
- Annual discussions of the school's code of conduct with all pupils, staff and parents and regular revisiting of expectations as part of classroom management
- Religious education lessons that relate the teachings of the church to how we behave and how we treat others
- A Relationship and Health Education scheme of work which includes lessons that is taught with a spiral approach to learning and includes teaching about personal health, physical and emotional well-being, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, as well as an understanding of the Common Good and living in the wider world
- Half termly opportunities to address online safety and cyber-bullying as part of the computing curriculum
- Monthly safeguarding assemblies that address pupils' understanding of how to keep themselves and others safe and what to do if they have concerns regarding themselves or others

### **6.1 Pupil Code of Conduct**

The behaviour curriculum aims to support the pupils' in following the school's code of conduct (Appendix 2). As a school, we have an agreed behaviour code which is reviewed annually by the staff and pupils. It is displayed in each classroom, referred to regularly and applied fairly and consistently.

### **6.2 Mobile phones**

To help safeguard our pupils and to mitigate the risks of distraction, disruption, bullying and abuse the school has put in place the following measures in relation to mobile phones



- The school asks parents to inform us if their children brings a phone to school
- Phones are collected when children arrive at school, using the list provided by parents to check no phones remain in pupils' possession whilst they are on the school site
- Phones are stored securely in the school office during the school day
- Phones are returned to the pupils by their class teacher when they are leaving the school site
- Pupils are not allowed to have their phones on the school site
- Pupils are taught about the impact of the misuse of mobile phones including the legal implications for them of misuse

### **6.3 Smart Watches and other Electronic Devices**

To help safeguard our pupils and to mitigate the risks of distraction, disruption, bullying and abuse the school asks that smart watches and electronic devices that could be used to take photographs or make recordings are not allowed.

If a pupil comes to school with a smart watch or device it will be kept securely by their teacher until the end of the school day when they will speak to the child's parent/carer and reiterate that such devices should not be brought to school.

## **7. Responding to behaviour**

### **7.1 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 and Keeping Children Safe in Education [KCSIE](#) for more information.

### **7.2 Classroom Management**

Children need a calm and purposeful classroom atmosphere if they are to learn well and a consistent approach by all staff is key to maintaining this. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- create and maintain a stimulating environment that encourages pupils to be engaged;
- display the pupil code of conduct or their own classroom rules;
- develop a positive relationship with pupils by:
  - 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 as outlined below;

- concluding the day positively and starting the next day afresh;
- having a plan for dealing with low-level disruption;
- using positive reinforcement.

### **7.3 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 will be rewarded with:

- Smile, thumbs up, high five
- Verbal praise
- Communicating praise to parents at the end of the school day or 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
- Whole-class or year group rewards, such as a popular activity

The school uses [Class Dojo](#) as an individual reward system. Each class is signed up to 'ClassDojo' and children can see a 'Dojo Monster' on the interactive whiteboard. When pupils display positive behaviour linked to our school code and values, dojo points can be awarded by teachers and children can see the number of points they have accumulated. Points are not taken away. If a teacher needs to warn or sanction a child, the Good to be Green visual system should be used. For each multiple of 20 dojos (10 for EYFS and Year 1) that a child earns, they receive a reward. These are agreed with the Class Teacher and examples of rewards can be as follows:

- 'phone call home and certificate;
- change seats;
- change dojo monster avatar;
- play a game as a class.

When awarding dojos, it is clear to the children which behaviour has earned them their reward. Staff in the playground or peripatetic teachers may award dojos by giving the children a sticker which lets the class teacher know to add a dojo point. Staff awarding the sticker should explain clearly to the child which behaviour has earned them a point.

### **House Point System**

Each child is also a member of one of the four St Mary Magdalen's houses: Champion, Fisher, Mayne and More. When a child receives a dojo point, they also receive a house point which is added to the house point classroom on ClassDojo. Every half term, the winning house receives an award on a Friday, such as Mufti, bring in a toy from home etc. Once per half term, a house competition takes place and the winning house receives 200 points for their house. The house system aims to build a sense of cross school togetherness and encourage children to strive to do their best and work with others.

## 7.4 Responding to misbehaviour

It is important to ensure that all children are able to learn in a safe and calm environment and that poor behaviour is addressed quickly. In line with our Mission Statement and Catholic values, it is imperative that children are always given an opportunity to turn their behaviour around and learn from their mistakes. Clear explanations of what behaviour is unacceptable and why is vital if children are to learn from mistakes and understand consequences.

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 considered.

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.

If a child's behaviour is not as expected, staff use the following steps:

1. **Non-verbal or verbal prompts** – These are used to encourage pupils to change their behaviour and might include a look or reference to a positive behaviour exhibited by other children
2. **Quiet verbal reprimand** - Children are told explicitly which behaviour is unacceptable and why, and are reminded of the behaviour code.
3. **Additional reprimand** - Children are reminded that if they do not change their behaviour, there will be a consequence.
4. **Sanction** - Children receive a sanction in response to their actions

Sanctions/Consequences may include:

- loss of a set amount of playtime in line with the nature of the behaviour and the age and needs of the child
- community service during lunch or play, such as helping to clear the hall during lunch, picking up litter etc.
- a written activity in relation to their behaviour e.g. writing out the school rules during break, writing out what they have done and why, writing an apology letter
- loss a privilege
- referring the pupil to a senior member of staff
- letter or phone call home to parents
- agreeing a behaviour support plan
- removal of the pupil from the classroom
- suspension
- internal exclusion
- permanent exclusions, in the most serious of circumstances

The personal circumstances of the pupil will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

If a child continues to misbehave after their consequence, they should be sent to the Pastoral Lead who will speak to the child and monitor their behaviour with the Class Teacher for the rest of the week. They will also miss a lunchtime break with their peers and will instead spend this time with a member of SLT. Their parents will be informed.

## **7.5 Serious Incidents**

If a serious incident occurs, a member of SLT should be informed. Staff should endeavour to investigate the incident thoroughly and report all sides of the stories to SLT. Serious incidents of misbehaviour will lead to withdrawal from the class or playground and parents will be informed.

If a child behaves in this way parents will be contacted. Persistent misbehaviour will result in a behaviour support plan being drawn up between pupil, home and school. Internal exclusion may be used if necessary and ultimately the child may be excluded from school.

## **7.6 Responding to Serious Incidents**

St Mary Magdalen's seeks to minimise the levels of disruption or distress associated with serious behavioural difficulties through responding quickly and calmly to incidents and using procedures that are clearly understood by all. We recognise that a firm, consistent and positive approach adopted by all adults in the school community is the key to establishing and maintaining good behaviour. In the classroom the Class Teacher or adult who is working with the child normally deals with misbehaviour. In other settings around the school misbehaviour should be dealt with by the adult who sees the incident and reported to a senior member of staff (SLT) or the Headteacher when staff feel there is no suitable alternative.

When dealing with misbehaviour adults should endeavour to:

- avoid confrontation and allow children to calm down and then speak to them;
- establish the facts with all parties involved;
- avoid group punishments which penalise children who have not misbehaved;
- respect each child's dignity by dealing with behaviour discreetly;
- ensure that the child receives the message that it is his/her behaviour that is unacceptable and not the child him/herself;
- follow through incidents so that children experience fairness and consistency from staff and learn to take responsibility for their behaviour and make amends where appropriate.

See Appendix 5 for sample letters to parents about their child's behaviour.

## **7.7 Physical Contact and Guidance**

Physical contact and physical guidance of pupils will only ever take place:

- 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 seeks to maintain the safety and dignity of all concerned
- Never be used as a form of punishment

- Be recorded and reported to parents
- Be reviewed afterwards including gathering pupil voice, as appropriate, to inform future practice

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves
- Hurting others
- Causing damage to property

When considering making physical contact with a pupil or using physical guidance staff should consider the risks and recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Staff also need to consider the physical, mental and emotional welfare of other children affected by and observing the behaviour and to whom they also have a duty of care.

### **7.7 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.

We will also confiscate any item that is harmful or detrimental to the safety of the pupil, other pupils and/or school property. These items will be returned to the pupil's parents after discussion with senior leaders and parents unless it is necessary to surrender these items to the police.

#### **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. Searches will only ever be of pupils' belongings and outer clothing. Pupils' will be present when searches take place. Parents will be invited to be present where possible and will be informed that a search has taken place. Further information about searches can be found in the school's child protection policy.

### **7.8 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 or constitutes bullying 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).

### **7.9 Online misbehaviour**

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

- It poses a threat or causes harm or distress 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.

### **7.10 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, or in the absence of the headteacher a senior leader, 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.

### **7.11 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.

### **7.12 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 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.

## **8. Serious sanctions**

Whenever possible the school tries to reinforce positive behaviour and prevent instances of serious misbehaviour or persistent misbehaviour which would result in the need to use serious sanctions. However, the school recognises that provision for this needs to be in place so that they can be used fairly and consistently.

If a child repeatedly misbehaves or there is a serious incident resulting in another child being hurt or an incident of bullying, prejudice-based negative behaviour or sexual assault or harassment then the school will consider each incident and the needs of the children and utilise one or more of the following sanctions to reinforce behavioural expectations and prevent further incidents.

### **8.1 Missing break times**

A child may miss all or some of their break times.

This sanction should be used in light of the needs and age of the child/children involved.

Staff will explain why they are missing break and how long this sanction will last for. When appropriate this time will be spent talking to the child about their behaviour and how they could make different choices in the future.

Parents should be informed if this sanction has been used and why.

## **8.2 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 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
- Restore a calm and purposeful learning environment for the other children within the class

Pupils who have been removed from the classroom are supervised by a teaching assistant or a member of SLT who is not class-based. They will be removed for a length of time that is appropriate for the needs an age of the child and their ability to self-regulate.

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.

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:

- Use of teaching assistants
- Personalised Behaviour Plans
- Use of external expertise such as the Education Inclusion Support Service (EISS)
- Multi-agency assessment

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.

## **8.3 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.



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

### **9.1 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](#))
- Ensuring a safe and effective learning environment for all our pupils

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 practicably possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

The school will analyse possible triggers for misbehaviour and will put in place preventative measures that may include:

- 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 skin conditions
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Personalised behaviour plans

### **9.2 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.

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

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

Where necessary, support and advice will also be sought from specialist teachers, Education Inclusion Support Service (EISS), 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.

### **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 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 contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **10. Supporting pupils following a sanction**

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

In order to do this the school may use some of the following approaches:

- Reintegration meetings
- Daily contact with the pastoral lead
- Additional support for example ELSA
- A personalised behavioural plan

## **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. This includes an information booklet for both pupils and parents.

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

Where required, the school will endeavour to provide additional support with transition for identified pupils. This might include additional meetings between pupils and parents or the use of ELSA.

## **12. Training**

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

- The School's Code of Conduct
- The School's Behaviour Policy
- Safeguarding – including Keeping Children Safe in Education
- The specific needs of the pupils at the school – as appropriate in relation to their role
- Using and monitoring our Child Protection Online Monitoring System (CPOMS)
- The proper use of restraint
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development

## **13. Monitoring arrangements**

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

The school uses CPOMS as a recording and reporting system. A summary of when, how and why the system is used can be found in Appendix 3. The school will use CPOMS to collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

The data will be analysed by SLT and reported to the governors within the termly Headteacher's Report. The schedule and processes for reporting can be found in Appendix 4. 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 day of the week
- By term
- By protected characteristic

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

The school will also use anonymous surveys for staff, pupils, and parents on their perceptions and experiences of the school behaviour culture in order to evaluate the effectiveness of this policy.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the curriculum committee.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the curriculum committee annually.

### **14 Links with other policies**

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy

## **Appendix 1: Behaviour Principles**

Our behaviour principles reflect the Catholic values and ethos of our school.

Every pupil understands they have the right to feel safe, valued and respected, and 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.

Rewards, sanctions and reasonable force are used consistently by staff, in line with the School Behaviour Policy.

The School Behaviour Policy is understood by pupils and staff.

The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.

Pupils are helped to take responsibility for their actions.

Families are involved in 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.



## **St Mary Magdalen's Catholic Primary School** **Behaviour Code of Conduct**

We are respectful and polite at all times and to all people.

We are gentle and thoughtful in what we say and do.

We show excellent speaking and listening skills  
so we can all learn and share our ideas.

We work with a Growth Mindset and positive attitude.

We try our best and learn from our mistakes.

We use resources and equipment carefully.

## Appendix 3: Using and Monitoring CPOMs

### Using and Monitoring CPOMs at St Mary Magdalen's

CPOMs is used to record information regarding safeguarding and behavioural issues and parental contact. Records regarding SEND (e.g. ISPs, parental meetings, external reports), attendance, and medical conditions and the administration of first aid are stored separately.

#### When to record an incident

Staff should record all incidents related to pupils' behaviour, safeguarding and parental contact.

It is vital that all staff record these incidents so that the school can effectively monitor its provision and ensure that its policies and procedures are ensuring that the pupils are safe.

If a child has special educational needs their behaviour should still be recorded in CPOMs when it impacts other pupils and staff. Separate records should be kept of behaviours relating to their additional needs that will be used to inform the provision. If you are unsure if a child has additional needs (e.g. on entry to Reception or a late arrival to the school) please record all incidents as it is important for the school to be able to monitor if the strategies that are put in place lead to a decrease in incidents/de-escalation of behaviours.

#### How to record an incident

##### Do

- Use CPOMs consistently for all pupils in all year groups and for all incidents
- Record factual information regarding the incident using professional language that could be read by school staff, external agencies and parents
- Include the actions taken/how the incident was resolved and these should be in line with the school behaviour policy and pupils' individual support plans
- Include names – CPOMs allows these to be redacted whereas initials have to be removed manually
- Refer to parents/carers as mum/dad/carer as they may not have the same surname as the child
- Include pupil voice in relation to the incident
- Link other children as appropriate
- Assign behaviour incidents to the class teacher unless it is a serious or repeated incident
- Assign all incidents involving, racism, homophobia, ableism, harmful or problematic behaviours to the headteacher
- Assign all safeguarding concerns to the DSL or Deputy DSL in their absence
- Alert all staff working with a pupil to an incident as this will help ensure that safeguarding remains a shared responsibility. If there are exceptional circumstances you should seek the advice of the DSL and/or the headteacher about who to alert
- Alert the pastoral lead to all behavioural incidents
- If the incident includes the actions taken then it can be closed otherwise it should remain active so that actions can be added
- Liaise with the SENCo to agree how to monitor the behaviour of SEND pupils to ensure that these records can be used to support pupils in light of their individual needs

##### Do not

- Leave an incident unassigned as this makes it hard for the responses to incidents to be monitored/followed up

- Use unprofessional emotive, judgmental language for example, threatened, meltdown, tantrum
- Make judgements or write an opinion e.g. I could tell that... state facts
- Use CPOMs as a form communication – for example asking questions about how to deal with an incident
- Assign an incident to multiple categories as this makes analysis more challenging (see below)

### **How to categorise an incident**

- When categorising an incident chose the category that is most relevant and avoid using multiple categories for one incident
- If you choose a category with subcategories please chose a subcategory for any safeguarding or behavioural issue where this is possible as it helps to refine our understanding of the needs of our pupils and the strengths and areas for development for our school

### **How CPOMs records are monitored**

- All cases assigned to a member of staff will show the response to the incident and will be closed if no further action is required.
- The headteacher and DSL will monitor the incidents that they have been assigned/alerted to on a daily basis
- A report on safeguarding/CP is run every fortnight and actions are noted
- A report on active cases is run every month to check that nothing is being overlooked
- Reports on pupil groups (SEND, PPG, Black and Minoritised Pupils, EAL) are run termly to spot trends, feed into actions and the Head's report
- The number of incidents is analysed each half term and year on year and used to inform the school's approach to behaviour and safeguarding
- Analysis of the reports and the resulting actions are shared with governors in the Head's report

### **Why CPOMs records are monitored**

- They help the school evidence that its behaviour and safeguarding policies and procedures are effective and to identify areas for improvement



## Appendix 4: CPOMs Reports and Analysis Table

Report	Frequency	Responsibility	Process	Purpose	Outcomes
Safeguarding	Fortnightly	DSL (WB)	<ul style="list-style-type: none"> <li>Reporting – Custom Report</li> <li>Report on Incidents</li> <li>Filter incidents – put in dates of the fortnight</li> <li>Report Type – Listing</li> <li>Report Format PDF</li> <li>Generate Report</li> <li>Save PDF – <a href="#">DSL Reports</a></li> </ul>	<p>To monitor the effectiveness of school safeguarding policies and procedures</p> <p>To ensure safeguarding is a shared responsibility</p>	Actions noted as part of SLT minutes
No of Incidents	Half Termly (Year or Year comparison)	Headteacher/Pastoral Lead	<ul style="list-style-type: none"> <li>Reporting – Custom Report</li> <li>Report on Incidents</li> <li>Filter incidents – put in half term dates</li> <li>Report Type – Summary Table</li> <li>Primary Grouping – Categories</li> <li>Report Format Excel</li> <li>Generate Report</li> <li>Save Excel Spreadsheets – <a href="#">Half Termly Incident Reports</a></li> </ul>	<p>To monitor the effectiveness of school safeguarding and behaviour policies and procedures</p> <p>To enable year on year comparisons</p> <p>To inform staffing decisions</p> <p>To identify potential issues re reporting procedures</p>	Provide a narrative for any anomalies including actions put in place to avoid ongoing or repeated issues with data CPD in place as required Staffing adapted as required
Pupil Groups	Termly (Year or Year comparison)	Gender (CH) Black and Minoritised Pupils Lead (SD) EAL Lead (CH) PPG Lead (CH) SENCo (WB)	<ul style="list-style-type: none"> <li>Reporting – Custom Report</li> <li>Report on Incidents</li> <li>Filter incidents – put in term dates</li> <li>Report Type – Summary Table</li> <li>Primary Grouping – Categories</li> <li>Secondary Group – Gender/Ethnicity/EAL/PPG/SEND</li> <li>Report Format Excel</li> <li>Generate Report</li> <li>Save Excel Spreadsheets – <a href="#">Termly Reports</a></li> </ul>	<p>To monitor if any pupil group is disproportionately represented in any category</p> <p>To identify any actions that may be required to reduce the number of behavioural and safeguarding incidents</p> <p>To identify preventative measures</p>	Information included in Head's Report from Summer 23
Active Cases	Monthly	Headteacher	<ul style="list-style-type: none"> <li>Reporting – Custom Report</li> <li>Report on Incidents</li> <li>Filter incidents – put in month</li> <li>Status – Choose Active</li> <li>Report Type – Listing</li> <li>Report Format Excel</li> <li>Generate Report</li> <li>Save Excel Spreadsheets – <a href="#">Active Case Reports</a></li> </ul>	<p>To ensure all incidents have been actioned</p> <p>To inform CPD</p>	Issues raised with identified staff as appropriate
Staff Usage	Termly	DSL (WB)	<ul style="list-style-type: none"> <li>Reporting – Custom Report</li> <li>Report on Incidents</li> <li>Filter incidents – put in term dates</li> <li>Report Type – Summary Table</li> </ul>	<p>To identify potential CPD needs in staff in order to ensure safeguarding is a shared responsibility</p>	CPD to raise staff understanding and confidence ensuring that safeguarding is a shared responsibility
			<ul style="list-style-type: none"> <li>Tick "Show number of associated students"</li> <li>Primary Grouping – Created by</li> <li>Secondary Group – Student's Class</li> <li>Report Format Excel</li> <li>Generate Report</li> <li>Save Excel Spreadsheets – <a href="#">Termly Reports</a></li> </ul>		
Days of the Week	Annually (Year or Year comparison)	Headteacher	<ul style="list-style-type: none"> <li>Reporting – Custom Report</li> <li>Report on Incidents</li> <li>Filter incidents – put in term dates</li> <li>Report Type – Summary Table</li> <li>Primary Grouping – Categories</li> <li>Secondary Group – Day of the week</li> <li>Report Format Excel</li> <li>Generate Report</li> <li>Save Excel Spreadsheets – <a href="#">Annual Reports</a></li> </ul>	<p>To monitor the effectiveness of school safeguarding and behaviour policies and procedures</p> <p>To inform staffing decisions</p>	Staffing adapted as appropriate
Classes/Cohorts	Termly	Headteacher	<ul style="list-style-type: none"> <li>Reporting – Custom Report</li> <li>Report on Incidents</li> <li>Filter incidents – put in term dates</li> <li>Report Type – Summary Table</li> <li>Primary Grouping – Categories</li> <li>Secondary Group – Student's Class</li> <li>Report Format Excel</li> <li>Generate Report</li> <li>Save Excel Spreadsheets – <a href="#">Termly Reports</a></li> </ul>	<p>To monitor the effectiveness of school safeguarding and behaviour policies and procedures</p> <p>To inform CPD/Performance Management</p> <p>To inform staffing decisions</p>	Staffing adapted as appropriate

## Appendix 5: Template Letters to Parents/Carers about Pupil Behaviour

### First behaviour letter

Date

Dear [insert parent name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our code of conduct, which is shared with pupils and parents and set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property'.]

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name] behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name and Signature

-----

### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Date

Dear [insert parent name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our code of conduct, which is shared with pupils and parents and set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

[Insert details of how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name and Signature

## Third behaviour letter

Dear [insert parent name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name and Signature