



St. Anne's Catholic Primary School

Behaviour Policy

Our School Mission Statement:

Each one of us is special
Each one of us is unique
Because we are created by God's love
May God's love shine on our lives
As we care and share and learn together



1.

Policy Statement

1.1

This policy sets out the duties of staff and lists the rewards and sanctions used at St. Anne's Catholic Primary School. The Head Teacher and Governing Body are responsible for promoting good behaviour at our school. The Head Teacher promotes the policy within St. Anne's Catholic Primary School to parents, the Governing Body, children and all staff.

1.2

We regard good behaviour as a hugely important aspect of a child's education and development so that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.

1.3

This Behaviour Policy is underpinned by our core mission as a Catholic school. We firmly believe that Christ is at the centre of everything we do and through these values we encourage our children to be more like Jesus every day. At St. Anne's Catholic School, we all aspire to live up to the values given to us by Jesus. Our ethos is driven by the Gospel values, where we encourage and guide the children in our care to be more like Jesus every day. Our School Mission Statement identifies that we are all unique and special, made in the image of Jesus Christ. It is through this that we recognise each child as a member of God's family where they are valued, respected and cared for:

St. Anne's Mission Statement

Each one of us is unique
Each one of us is special
Because we are created by God's love.
May God's love shine on our lives as we
CARE and SHARE and LEARN together.



2.

Introduction & Aims

2.1

This Behaviour Policy has been designed and created by stakeholders at St. Anne's Catholic Primary School. It is a working document which - in line with Government and Local Authority guidance and documentation - has been tailored to reflect our school community and the vision of our school. A list of hyperlinks to further supporting government documentation is available within this policy.

[Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

A child's education and welfare is a tremendous responsibility. Given the privilege of sharing that responsibility with parents and family members, we hope that the partnership of home and school makes each child's years with us happy and successful.

This policy sets out the duties of staff and lists the rewards and sanctions used at St. Anne's Catholic Primary School. The Head Teacher and Governing Body are responsible for promoting good behaviour at our school. The Head Teacher will promote the policy within our school to parents, the Governing Body, children and all staff through a variety of means, including school assemblies and induction procedures. Our Behaviour Policy forms part of our core mission as a Catholic school and helps to drive the ethos and culture of St. Anne's for all of our children.

2.2

The aim of this policy is to:

- To promote and celebrate positive behaviour at St. Anne's
- Provide clear standards, boundaries and expectations for positive behaviour in line with our mission statement as a school
- To foster a positive, caring and warm environment in which all children can reach their full potential
- To work in partnership with family members to encourage positive behaviour and manage more challenging behaviour in an effective and supportive manner
- Help promote a happy, safe and secure environment where all children can achieve their full potential
- To guide all present and future members of staff at St. Anne's Catholic Primary School
- Encourage positive behaviour and celebrate this through levels of reward and praise
- Promote our school vision rooted in Gospel values (A3.12 Christ at the Centre 2005 Diocesan Schools Commission, Archdiocese of Birmingham)
- Manage behaviour whilst building on children's capacity for self-regulation, resilience and confidence
- Develop an active whole-school approach to positive behaviour that encourages high standards of behaviour in and out of school
- Foster a school ethos that respects diversity and values the contributions of all
- Involve pupils, parents and all staff in collaboratively implementing a clear policy of positive and inclusive behaviour management
- Work with parents/carers to encourage positive behaviour and effectively manage more challenging behaviour

Our pupils are growing to be:

- **Grateful** for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, becoming men and women for others
- **Attentive** to their experience and to their vocation; and discerning about the choices they make and the effects of those choices
- **Compassionate** towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words
- **Faith-filled** in their beliefs and hopeful for the future
- **Eloquent and truthful** in what they say of themselves, the relations between people, and the world.
- **Learned**, finding God in all things; and wise in the ways they use their learning for the common good.
- **Curious** about everything; and active in their engagement with the world, changing what they can for the better.
- **Intentional** in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.

2.2

There are additional specific teaching opportunities which are used to reinforce our values and these may include the following:

- Whole school/ class/ phase assemblies
- Working with parents and family members as part of our home/ school agreement
- Parent consultation meetings
- Educational trips and visits
- Workshops/ sessions which include social interaction
- Restorative conversations

3. Behaviour Expectations

3.1

At St. Anne's, we believe that:

- All children have the right to learn and teachers must be enabled to teach them.
- All pupils can behave if they choose to (with appropriate support in place for identified children)
- Success brings with it plentiful praise and positive reinforcement
- Each teacher is responsible for the behaviour management of their own class
- Each day is a fresh start
- We maintain a 'no shouting' environment
- Everyone has the right to be listened to

3.2

Whole School expectations

At the start of each academic year (in assemblies and in class), all children are reminded of key expectations at St. Anne's. This is shared in a variety of ways, depending on the age of the children.

Similar messages are shared with parents and are regularly referred to over the course of the school year. This forms part of our home/school/ agreement and the importance of working together to support each and every child who attends our school.

Our mission as a school acts as a key reference point as we discuss our core values as an inclusive school where we show care and love for one another. Each class will develop their own understanding (age appropriate) of what is expected of them as individuals in terms of what our expectations are of each other. These are referred to regularly and reviewed each term. Because we believe that each and every child is unique and special, created by God, it is our duty to guide and support each child to be the best that they can be and to flourish as a child of God. This extends to how we can help children to learn how to make right choices and to learn from mistakes too.

Expectations of children around school:

At St. Anne's Catholic Primary School, our expectations around our school are to:

- be safe
- be sensible
- think of others

We also use the term "safe walking" to remind children of how we move around parts of the school building.

Expectations at lunchtime:

We show respect to all adults in school, including lunchtime supervisors. We expect children to aim to:

- queue calmly
- stay in our seat
- face the table when eating
- use our indoor voices
- keep food on the plate
- finish our food before leaving
- clean up after we have finished and leave the table as we would like to find it

Expectations during playtimes

We expect children to always try their best to:

- play together and look after each other
- follow instructions, given by an adult, first time
- play without fighting, play-fighting or being rough
- use kind words and actions towards each other
- call other children by their real name
- be polite and respectful to everyone

4.

Roles and Responsibilities

4.1

The role of the class teachers (including sports coaches):

4.1.1

The class teacher is the first port of call for all day to day incidents that occur in the classroom. They are best placed to know the children involved and be able to monitor on-going situations.

4.1.2

The class teacher should monitor behaviour in their class. If a situation escalates then it is shared with the Behaviour Lead and/or a member of the Senior Leadership Team at St. Anne's. This may be reported electronically using the CPOMS system of recording.

4.1.3

Class Teachers are responsible for using age appropriate techniques and vocabulary when dealing with any behaviour issues. Staff may need to use de-escalation strategies to support a child. Staff may also need to give time to listen to a child to understand what is causing the behaviour issue. It is important for all staff to approach any given situation with a child-centred approach in line with our mission as a school.

4.1.4

Class teachers provide a stable and positive working environment in which children can thrive and flourish. Our school environment is crucial to developing and maintaining a high standard of behaviour and a positive ethos and culture at St. Anne's.

4.1.5

Any member of staff who has ongoing concerns about a child's behaviour **MUST** share their concerns with the Behaviour Lead and/or a member of the Senior Leadership Team

4.1.6

Class teachers are responsible for managing all adults in the classroom and directing them appropriately.

4.2

The role of support staff:

4.2.1

Support staff are responsible for adopting the same approach as our teaching staff. We believe that the team of staff at St. Anne's work together, and this includes applying a clear, consistent approach to dealing with any behaviour issues

4.2.2

Support staff are responsible for ensuring that incidents are fed back to the class teachers and recorded on the CPOMS recording system (if necessary). Our support staff play a crucial role in developing and maintaining positive relationships with the children in our care.

4.3

The role of the lunch time supervisors

4.3.1

Lunch time supervisors follow the same code of conduct as all other staff at St. Anne's.

4.3.2

Lunchtime supervisors have received training from the Behaviour Lead. Lunchtime supervisors are responsible for using age appropriate techniques with support from the Behaviour Lead, including de-escalation strategies and the importance of vocabulary when dealing with any behaviour issues. Linked to the nature of their role at St. Anne's, it is important that any observations or developing issues are shared quickly with the Class teacher/ Support staff/ Year group team so that communication is clear.

4.3.3

Lunchtime supervisors at St. Anne's Catholic Primary School are fully supported by the Behaviour Lead, the Senior Leadership Team and the wider team of staff at St. Anne's. Linked to the nature of their role in school, regular communication is key to ensure positive outcomes for all children relating to behaviour and expectations.

4.3.4

Any concern or incident that may arise during a lunchtime period where a lunchtime supervisor is on duty must be shared (in the first instance) with the class-teacher. Depending on the nature of the concern or incident, the lunchtime supervisor may require immediate support and guidance. However, this may not either be necessary or possible at the moment in time. However, are recorded as they happen in lunchtime logbooks and are monitored by the Pastoral Support Manager and Senior Lunch Time Supervisors who will guide, as necessary, in the use of the CPOMS recording system.

4.3.5

All lunchtime behaviour incidents must be fully dealt with by the lunch time supervisor. Any serious lunchtime behaviour incidents should be referred to the Pastoral Team

4.3.6

Class teachers should be informed about the outcomes of any serious behaviour incident

4.4

The role of the Pastoral team:

4.4.1

The team includes the Pastoral Support Manager and two Learning Mentors who work very closely with the Inclusion Manager to support the most vulnerable families in our Academy

4.4.2

They are highly trained to use a 'Restorative Approach'

4.4.3

The Pastoral Team have a strategic role which includes:

- supporting individual pupils or small groups with specific needs such as anger management, social skills and co-operation
- Monitoring individual and whole class behaviour and provision of support at key times of the day
- Supporting parents with a range of issues that currently impact on their ability to provide a stable and secure home life for their children – Early Help Assessment is an important tool in achieving this
- Modelling 'restorative chats' for the benefit of staff and pupils
- Holding Restorative Justice conferences as necessary
- Taking referrals from Inclusion Manager and class teachers regarding concerns for individual pupils or groups of children with more serious behaviour.

4.5

The role of wider support staff, including the pastoral team/ mentors:

4.5.1

Peer mentors will be selected and trained by the Pastoral Team to assist with minor issues within the playground.

4.6

The role of parents:

4.6.1

Our school requests that parents and carers enter into a Home/ School agreement, agreeing to work in partnership with St. Anne's to promote good behaviour, to take steps to discourage poor behaviour, to reinforce our mission as a school and support us if sanctions need to be applied for a child.

4.6.2

Our values are displayed inside and outside the school and communicated with parents and carers through newsletters, assemblies, parent consultations and end of year reports.

4.6.3

We aim to build a supportive dialogue and inform parents and carers immediately if we have concerns about their child's welfare or behaviour. Our aim is to act swiftly to deal with any incidents. However, we also adopt a preventative approach, working to identify the potential for an issue to develop and remove any factors which may escalate this further, if this is possible.

4.6.4

If a reasonable sanction (consequence) is applied, we expect parents and carers to support the actions of the school. If parents have concerns about the way their child has been treated, they should initially contact the class teacher to raise or share their concern. If concerns remain, the phase Leader would be the next layer to communicate any concern. If in the unlikely event that parents still continue to hold a concern, a member of the Senior Leadership Team should be contacted and - if necessary - the Head-teacher. If all avenues to restore and repair following a concern being raised have not been successful over a 10 day period, parents or carers may wish to escalate by contacting the Chair of the Governors, in accordance with the school's Complaints Policy.

4.7

The role of the Governing Body:

4.7.1

The Governing Body at St. Anne's has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governing support the Head Teacher in adhering to these guidelines

4.8

The role of Senior Leadership Team at St. Anne's:

4.8.1

The Deputy Head-teacher (Behaviour Lead, Safeguarding Lead/ Lead DSL) co-ordinates the support provided to individual pupils and groups of children with the involvement of class teachers and the Pastoral team. This also extends to the wider team of Senior Leaders and, where necessary, the SENDCo.

4.8.2

Outside agency advice would only be sought in the best interests of the pupil. This will be led by the Inclusion Manager, supported by the Pastoral team.

4.8.3

Progress is monitored and led by the Inclusion Manager, through regular reviews involving the child, parents and all parties involved in supporting that child.

4.8.4

The Behaviour Lead provides regular reports to the Head Teacher and the Governance Board regarding the level of support in place for individual pupils and groups of children and the effectiveness of this support. Alongside this, analysis of behaviour for different groups of pupils, including, gender, ethnicity, pupil premium and children with SEND.

4.8.5

Where appropriate, Risk Assessment and Positive Handling Plans will be completed with the involvement of the child, parents and staff.

4.8.6

The Behaviour Lead/Inclusion Manager will support class teachers in completing all necessary paperwork to support individual pupils and their successful inclusion into school life at St. Anne's.

4.9

The role of the Head Teacher:

4.9.1

It is the responsibility of the Head Teacher, under the School Standards and framework Act 1998, to implement the behaviour policy consistently throughout the academy, and to report to the Governing Body, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the academy

4.9.2

The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or dangerous acts of anti-social behaviour, the Head Teacher may permanently exclude a child. These actions are taken only after the Governing Body have been notified. Decisions to exclude a child can only be taken by the Head Teacher, or person acting on their behalf.

5. Procedures

5.1

Behaviour Management

5.1.1

Classroom behaviour management may include:

- Monitoring and evaluation patterns of behaviour
- Modelling and promoting the values of St. Anne's Catholic Primary School
- Intervention to identify any underlying causes of inappropriate behaviour
- Involvement of parents
- Work with outside agencies, as appropriate
- Staff development – relevant professionals to support with advice
- and / or signpost to available courses
- 'Restraint' de-escalation techniques

5.2

Rewards

5.2.1

We praise and reward children with good behaviour in a variety of ways:

- St. Anne's Saints Points system: a whole school reward system whereby children are rewarded with "Saints Points" for a positive action. This could include but is not extensive of excellent effort, super work, good behaviour, kindness etc:
- Celebration assemblies - held weekly to award certificates to specific pupils or groups of pupils Verbal praise (specific and effort based)
- Saints points
- Certificates
- Speaking to parents to celebrate behaviour
- Stickers, stamps and charts
- Visits to another teacher, Deputy Head or Head-teacher with commendation
- Stars of the Week will be awarded during assembly and mentioned in the weekly newsletter
- Head-teacher certificates
- Academic Award Certificates
- Virtues Awards will be awarded during assembly and mentioned in the weekly newsletter

- Extra minutes of playtime
- Celebrating examples of work through our school website, newsletter and Twitter
- “Star of the Week”
- VIP of the week
- Raffle tickets

5.2.2

In addition to our Saints Points whole-school reward system, class teachers are responsible for creating a positive ethos through praise and rewards for good work and behaviour in their classroom. Teachers establish their own methods of rewarding positive behaviour with a consistent approach and to suit the individual needs of their pupils.

5.2.3

Behaviour Strategies and the promotion of excellent behaviour

We ensure that opportunities to use positive behaviour are plentiful and that it is noticed, praised and rewarded.

- Our curriculum, including our *TenTen* and PSHE/RSE curriculum provides our children with opportunities to discuss positive behaviour and learn strategies for coping with challenging situations
- Our RE lessons and assemblies ensure children know that respect towards each other is central to the Gospel Values that we have in our school
- Positive behaviour is reinforced in the classroom, during Key Stage assemblies and during whole school collective worship
- We also share our ‘Key for Behaviour, Effort and Attitude Challenge’ (see appendix 4) regularly with children and parents.

5.2.4

Guidance on rewards

All staff are encouraged to offer as much praise and reward as possible to the children of St. Anne’s. We believe that praise and reward is a central part of our Behaviour policy to help raise self-esteem, build positive relationships with children, develop those relationships further in line with our mission statement and ultimately encourage and recognise a positive act.

A variety of strategies and techniques are used to promote and celebrate positive behaviour in school. Every interaction with each child is carefully considered and carried out for maximum effect in a caring and thoughtful way. This all helps to create and maintain a positive learning environment where children are challenged, encouraged and supported to reach their full potential.

We believe that children succeed most when they are happy, engaged and motivated. We also feel strongly that the investment from staff to build and maintain positive relationships with children is crucial to success. If a child feels cared for, listened to and understood, then the management of a child’s behaviour can be made easier and inevitably be successful for the child. As a result, staff invest hugely into forging those relationships, whether that be spending time with a child to understand them better, a conversation on the playground or an opportunity to learn more about them and their interests. At St. Anne’s, these are the values we uphold; that we are all special in the eyes of God and we all see each other through their eyes of God, therefore we must always look for the best in the children and forge a strong, positive relationship with them.

5.2.5

Effective routines

This section of the policy outlines the importance of having effective routines within school and our classrooms. Staff expertise and continual professional development reflects the high priority of maintaining positive behaviour at St. Anne’s and staff are expected to regularly review routines and practice in order to create the right learning environment for our children. Research tells us that children respond best when effective strategies and routines are in place.

Staff are asked to:

- Promote the Gospel values, carrying out our school mission statement in all that we do
- Follow the guidelines set within the Positive Behaviour Policy
- Demonstrate a positive outlook that permeates through the classroom
- Demonstrate professionalism at all times when dealing with behavioural issues, in line with the Teacher standards and Code of Conduct policy

- Challenge poor behaviour appropriately
- Model excellent behaviour to the children
- Share initiatives and strategies with colleagues to support and promote positive behaviour
- Adhere to the policy of no shouting or raised voices
- Use praise and reward to encourage and reinforce positive behaviour
- Consider appropriate consequences with the support of the Senior Leadership Team, when necessary
- Create a bright, colourful and welcoming classroom for children to work and learn
- Foster a calm, friendly and positive atmosphere in the classroom
- Involve the children in the process of establishing class rules
- Understand the importance of building relationships with children
- Clearly label resources, trays and other equipment for children to access easily
- Clarify rules for children during other times of the day, such as wet play
- Ensure that transition periods, such as before and after lessons are organised and focused
- Have clear expectations for children entering and leaving the classroom
- Consider the seating plan for lessons with positive behaviour in mind
- Give children appropriate responsibilities
- Establish clear expectations for our children and refer to them regularly, adopting a consistent approach
- Create a sense of “each day is a fresh start”, where applicable
- Pre-empt potential behavioural issues and diffuse where necessary
- Be an excellent role-model, demonstrating what positive behaviour looks like
- Promote fairness and the importance of listening to the voice of the child
- Treat a child facing challenging behaviour with dignity and respect and promote the expectation of the same in return.

5.3

Sanctions

At St Anne’s Catholic Primary School, we have clear expectations so that all children know what is expected of them of them. This is underpinned by our mission as a school. Children are actively encouraged to consider the consequences of their behaviour and to take responsibility for their own actions and reflect on their behaviour. We believe that positive reinforcement is the best way to achieve good behaviour and to help those who need support to make the right choices with their behaviour.

We have in place a range of clear consequences for those who have difficulty making the right choices and /or are persistently demonstrating challenging behaviours. These are proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

When poor behaviour is identified, the schools’ agreed behaviour strategies should be implemented. We recognise that a child showing poor behaviour is sometimes trying to communicate a problem or issue they may have.

Children who need support with making the right choices may be issued with a Behaviour Monitoring Sheet as a further supportive strategy. Parents, carers and family members will be consulted on the decision to provide a child with a Behaviour Monitoring form and the intention is that.

This will last for a week initially, (although this may be extended) with each session throughout the day. Behaviour monitoring forms will be adapted to suit children’s ages and sometimes their particular interests.

The child will be required to bring their sheet to a member of the Senior Leadership Team for regular reviews. A Behaviour Monitoring form may also be adapted to include behaviour at home, if this is an issue that impacts on a child’s behaviour at school. Each form is individually assessed linked to the child’s behaviour and the aim is always to provide support to the child to improve the behaviour.

Children should be referred to Key Stage Phase Leaders at Layer 2 when needed. Immediate referral to the Head-teacher/Deputy Head-teacher will occur in the following circumstances (Stage 3):

1. If a child continues to defy a member of staff or in any way attempts to strike, kick or verbally abuse them
2. Racist, sexist or anti-disability language or behaviour

3. Child-on-child abuse which is most likely to include, but may not be limited to (*taken from Keeping Children Safe in Education 2024*):
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
 - sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos⁸ (also known as sexting or youth produced sexual imagery)
 - upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and;
 - initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

For some serious behaviours within Stage 3, further approaches will be used. This will result in a meeting arranged with the victim, perpetrator and their parents, led by the Head-teacher, Deputy Head-teacher or members of the Senior Leadership Team.

If a child has emotional needs/triggers which affects their behaviour, this will be taken into account when deciding upon the consequences of their actions. They may also have a Positive Handling Plan (PHP). If a child regularly reaches crisis point on their PHP, an alternative staged approach will be put in place.

5.3.1

At St. Anne’s, we use the following sanctions to promote and enforce our rules and values and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation

Pupils will be expected to achieve well whilst on report and show the grading for the sessions to staff as outlined above. Pupils are responsible for showing the report card to their parents and getting it signed

Privileges (e.g. going to clubs may be withdrawn while a pupil is on red or amber report)

Report (informal and formal report) - Day report cards may also be used by class teachers

If a child is disruptive in class and has not responded to verbal reminders of values and expectations, a flexible ‘time out’ system is in place across our school, delivered in an age appropriate way. A pupil who has been given a verbal warning during a lesson may, by prior arrangement between staff, be sent to another classroom for a short period of time accompanied with relevant and appropriate work to continue their learning. This would typically be recorded on CPOMS for future reference once this behaviour develops and becomes a pattern of declining behaviour.

Think-sheets:

A “Think-sheet” is a tool for staff to use to encourage this level of reflection at the point of an incident taking place. It is also a document which can be used for staff to gather in the facts of an event in the eyes of the child and also a further opportunity for children to see how and why any consequences might be distributed to a child.

Please note that a Think-sheet is a tool to support staff in understanding the nature and cause of a behavioural incident and it is not an expectation to always refer to one. Staff are asked to use

professional judgement and also look at other alternatives and strategies that may be appropriate at that time.

We have high expectations and expect all children to try their best. If they do not do so, we may ask them to repeat a task or activity.

Privileges can be withdrawn from children, such as leisure times, clubs and Breakfast Club.

If a child repeatedly acts in a way that disrupts or upsets others, staff may contact the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child, with the full cooperation of the parents.

5.3.2

All teachers, teaching assistants and learning mentors have the right to impose sanctions except for exclusion. In most cases, this is done in conjunction with the class-teacher.

5.4

Dangerous Incidents leading to possible Exclusion:

5.4.1

The Head Teacher reserves the right in extreme cases, where a pupil has posed a threat to the safety of themselves or others, to impose an immediate exclusion. These may include:

- Serious ongoing acts of bullying
- The physical abuse of a child
- The physical abuse of a teacher
- Racial abuse
- Being in possession of a harmful drug for their own use, or for 'selling' to others
- Carrying a weapon such as a knife

Exclusion is seen as a last resort when all other attempts to modify behaviour have not been successful. Exclusion serves several purposes, including:

- To ensure the safety and well-being of all staff and children
- To maintain a high standard of behaviour in school.

Schools and local authorities should not adopt a 'no exclusion' policy as an end in itself. This can lead to perverse incentives for schools not to exclude even when exclusion may be a way for a pupil to access Alternative Provision which will help ensure an excluded pupil remains engaged in education. In some cases, a 'no exclusion' policy can present safeguarding issues and expose staff and pupils to unreasonable risks. Instead, schools and local authorities should work to create environments where school exclusions are not necessary because pupil behaviour does not require it.

Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for head-teachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

For the vast majority of pupils, suspensions¹ and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

DfE, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement)

- To ensure the safety and well-being of all staff and children
- To maintain a high standard of behaviour in school.

5.4.2

Under exceptional circumstances, the headteacher/deputy may issue a fixed term or permanent exclusion. If a child is excluded the head/deputy will inform the parent/carer immediately, giving reasons for the exclusion. Parents/carers will be informed that they can appeal against the decision to the governing body. The headteacher will follow the LA guidelines and will inform the LA. After the exclusion a reintegration meeting will take place with the pupil and parent/carer where a reintegration plan is agreed.

Parents will always be informed both verbally and in writing of this decision. An exclusion may be internal or external. The Head Teacher has the right to turn a fixed term external exclusion into a permanent exclusion. This would only be considered following advice from external agencies, including Solihull Council's exclusion team. Only the Head Teacher has the authority to impose an exclusion.

Internal Exclusion

Occasionally it may be necessary for a pupil to spend some time (a morning, an afternoon or even a day or more) with another class, or even on their own in a supervised situation. This sanction would be applied after consultation with parents. The child concerned would have the reasons for the application of these sanctions clearly explained to them. Again, our approach at St. Anne's is to work at prevention and early intervention, so this measure would be considered carefully and include Senior Leaders and the Behaviour Lead in professional discussions to reach a solution.

Fixed Term Exclusion

In the event of serious misconduct such as constant or excessive aggression, deliberate damage to property or personal abuse to an adult, the Head-teacher may exercise the right to exclude a child from school for a fixed period. Parents will be informed and may have the right to appeal.

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

5.4.3

All exclusions will be recorded on CPOMS

6

Use of reasonable force

6.1

Reasonable Force

Reasonable force may be used in order to prevent pupils hurting themselves or others, from damaging property or for causing a disorder.

All members of school staff have the legal power to use reasonable force. Some school staff have been specifically trained in 'TEAM TEACH' which is a holistic approach to managing difficult, disturbing or dangerous behaviours. It is centred around de-escalation strategies and preventing a situation from worsening. The course is accredited by the Department for Education.

Staff may use reasonable force to:

- Remove a disruptive child from the classroom where they have refused an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through a physical outburst

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the document *The Use of Force to Control or Restrain Pupils - Guidance (DCSF 2010)*, and the non-statutory advice issued by the Department for Education in July 2011.

Teachers at our school do not use any kind of physical force as a punishment. They only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself. The restraining actions we take are in line with government guidelines.

6.2

Restraint

6.2.1

The school uses and trains staff on restraint techniques to promote de-escalation strategies and reduce risk and restraint. If de-escalation strategies fail and a child is deemed to be a risk of harm to themselves or others, then a restraint may need to take place. Restraint techniques should only be used by trained members of staff.

6.2.2

If a restraint does take place, the relevant restraint paperwork needs to be filled in and the incident logged on CPOMS.

6.2.3

As an additional layer at St. Anne's, the Behaviour Lead may choose to document the incident to share with parents/ carers and request for a signature to acknowledge and understand that the incident took place and positive handling took place within the training and guidelines set out above. The aim of staff at St. Anne's is to provide clear, transparent communication between school and home in a supportive and dignified way.

7 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:

1. Deliberately hurtful
2. Repeated, often over a period of time
3. 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

St. Anne's Catholic Primary School has a zero tolerance approach to child-on-child abuse and will use appropriate support and sanctions to address inappropriate behaviour.

8

Children with SEND

8.1

A primary aim of our school is to ensure that every member of the school community feels valued and respected, and that every person is treated fairly. We are a caring community with values built on mutual trust and respect for all. This policy is therefore designed to support the way in which all can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, secure and able to learn.

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. These children will be supported using a variety of strategies and these will be developed with key adults within the child's life (staff, professionals, parents/carers) in order to meet their individual needs.

We make reasonable adjustments in the application of the Behaviour Policy where there are individual pupils with SEND or behavioural issues or any other pupil at risk of disaffection or exclusion. The school will make special educational provision for pupils whose behaviour related learning difficulties require it. There will be a named key person in school who knows individual children well, has good links with home and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework in the case of a particular child. However, the starting point is always the class-teacher in line with our inclusive approach towards all pupils.

9

Definitions

Misbehaviour is defined as:

- Persistent disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework through choice or repeated work refusal with insufficient explanation
- Poor attitude
- Incorrect uniform (through choice whereby all avenues of support has been offered for a resolution)

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
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Physical abuse of staff or students
- Verbal abuse of staff or students
- 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)

The monitoring and evaluation of the policy is the responsibility of the Senior Leadership Team. This policy will be reviewed in accordance with our annual School Self Evaluation Cycle.

Links:

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012
- Disability Discrimination Act 1995
- SEND Policy
- Anti-Bullying Policy
- Governing Body's Statement of Behaviour Principles
- Positive Handling Policy
- Race Equality Policy
- United Nations Conventions on the Rights of the Child
- School Complaints procedure
- DfE Behaviour and Discipline in schools, a guide for Head teachers and staff 2016
- DfE Exclusion from Maintained schools, Academies and Pupil referral units in England 2017