St.Theresa's
Catholic Primary School

ST. THERESA'S CATHOLIC PRIMARY SCHOOL

Behaviour Policy

"We learn together, we play together, we pray together, we grow together in the love of God"

Validation grid

Title	Behaviour Policy
Author	Barbara Costa
Associate Author	
Target Audience	All staff, Parents/Carers, Children
Stake holders consulted	All staff, Parents/Carers, Children
Curriculum / non curricular	Non curricular
Associated Policies / Documents	Anti-Bullying Policy, Online Safety Policy, Child Protection and Safeguarding Policy, Staff Code of Conduct, Staff Handbook, Complaints Policy and Procedure, Special Educational Needs and Disabilities (SEND) Policy, Alcohol and Drugs Policy
New Policy or Review of existing policy.	Review
Date of Submission	July 2025
Date for Review	July 2026

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1. Statement of intent

At St. Theresa's Catholic Primary School (St. Theresa's/school/we) we encourage the children to respect themselves and each other and to behave in a reasonable and responsible way at all times. In order to achieve this, we aim to develop children's self-confidence and self-discipline.

We take a positive approach in promoting good behaviour, tolerance, understanding and mutual respect between children, staff, parents/carers and Governors in our school community and within the wider multi-cultural multi-religious society of which we are all a part.

Learning to live happily and harmoniously with others is an essential part of growing up and we see the school in partnership with parents/carers as sharing responsibility for this development in our children.

We expect all members of our school community to be polite, kind and considerate to everyone in school and to take responsibility for the care of the environment.
The school is committed to:

- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

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

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents/carers, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

2. Legal framework

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

- Education Act 1996
- Education Act 2002
- Equality Act 2010

- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2024) 'Behaviour in schools: Advice for Headteachers and School Staff'
- DfE 'Keeping children safe in education'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

3. Roles and responsibilities

The **Governing Body** has overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the Headteacher on promoting good behaviour where appropriate.
- Fulfilling statutory requirement to review proposed fixed term exclusions greater than 5 days and proposed permanent exclusions.
- Making arrangements to safeguard pupils and their welfare.
- Supporting high standards of behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy and Procedure.
- Being aware of the results of monitoring and recording of behaviour related to racist and homophobic incidents, the data of which, shall inform policy review and will be notified to Governors at each full Governing Body meeting.

The **Headteacher** is responsible for:

- Maintaining a high profile amongst the pupils, parents and staff - and developing positive relationships.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Monitoring and implementing this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents/carers and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Ensuring all new staff are inducted clearly into the school's behaviour culture.

- Supporting staff in maintaining good discipline and providing adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.
- Updating staff, parents/carers and governors with DfE and local guidance relating to behaviour in schools.
- Ensuring the Behaviour Policy is published on the school website.
- Maintaining the Behaviour File.
- Monitoring behaviour data every half term and reporting to the Governing Body.

The **Senior Mental Health Lead** is responsible for:

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

The Special Education Needs and Disabilities Coordinator **(SENDCO)** is responsible for:

- Collaborating with the Governing Body, Headteacher and other members of the senior leadership team, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teachers are responsible for:

- Modelling expected behaviour.
- Creating positive teacher-pupil relationships based on predictability, fairness and trust.
- Ensuring school behaviour expectations are enforced in the classrooms, and that their class behaves in a responsible manner during lesson time.
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents/carers, the SENDCO, the SLT, and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communication with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Developing a calm and safe environment.
- Treating all pupils fairly, with respect and understanding.
- Implementing the Good to be Green card system consistently.
- Rewarding and recognising positive behaviour.
- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling expected behaviour and positive relationships.
- Being aware of the signs of behavioural difficulties.

- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENDCo.
  - Headteacher.
  - Senior Leadership Team
- Teachers, and all paid staff, have a duty to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction, at any time the pupils are in school or elsewhere under the charge of teacher, including on school visits.
- Developing supportive, respectful and trustworthy relationships with each other.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Showing respect to all adults by looking at the person when speaking to them.
- Listening carefully to adults and peers without interrupting.
- Thinking carefully about what has been said before responding.
- Completing their work within a set time.
- Staying focused on a task.
- Being proud of their learning.
- Understanding that presentation is important.
- Always try their best and having a go.
- Being independent learners who take responsibility for their learning in the good behaviour choices they make.
- Appreciating that every day at school matters in terms of their learning and progress.
- Providing feedback on the school's behaviour culture.

Parents/Carers are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Supporting the school's behaviour policy and adhering to the Home-School Agreement.

4. Definitions

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

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature – this may include bullying via text or images generated by artificial intelligence (AI).
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items

- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression (this includes play fighting, kicking, hitting, punching, spitting, biting etc.)
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member
- Doing something to another person with intent which might result in harm

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

- Being late to class after playtime with no valid reason
- Shouting out in class
- Talking when others are speaking
- Running in the classroom or school
- Failure to complete classwork or not concentrating
- Being rude or not using manners
- Lack of correct equipment
- Throwing items
- Telling lies
- Not following the classroom rules
- Use of mobile phones without permission
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

5. The School Rules

St. Theresa's Behaviour Code **We learn together, we play together, we pray together, we grow together in the love of God**
Be a good friend – treat others as you wish to be treated.
Always think before you speak and act.
Behave sensibly to keep yourself and others safe.
Respect all adults and always follow instructions.
Be polite and don't answer back.

The School Rules are displayed in each classroom.

6. School and Classroom Environments

School Environment

- Children are expected to walk safely in the corridors
- Teachers are expected to collect their pupils from the playground after playtimes and lunchtimes

Classroom Environments
All classrooms are expected to have:

- A positive climate.
- A copy of the school rules on display.
- The classroom rules signed by the adults and pupils within the first week of the autumn term.
- Clear expectations of work and work that has been set at an appropriate level for the pupil.
- A daily timetable so that children know what is planned for the day.
- An attractive well cared for environment.
- A well planned environment so that children can move easily, find resources, property respected etc.
- Strategic seating arrangements for children when working.
- The Good to be Green chart clearly on display and at child level for easy access.
- A worry box.

Any spaces used for behaviour management must be seen as a safe place for it to have a positive impact on helping calm the child or bringing them back to a more rational state. Spaces include:

- The playground
- A time out space within class and out of class
- The Deputy Headteacher's office
- The Headteacher's Office

The school counsellor will use the prayer room.

7. Rewards and Sanctions

Rewards are used to support class and team working as well as providing ideal means of rewarding notably good behaviour. Within the established positive learning environment at St. Theresa's, children should expect to receive regular praise from all they come in to contact with. Class teachers are encouraged to agree rules with their new classes and use a range of personally favoured strategies as incentives for the pupils to behave well. Such strategies include:

- Verbal praise and encouragement
- Non-verbal praise – e.g. thumbs up
- Written remarks about good work
- Stickers
- Sending children to another teacher or Headteacher to share their work/good behaviour
- Displaying pupils' work and achievements
- Certificates to celebrate children's success (for behaviour and academic achievement) distributed in weekly whole school assemblies
- Golden Ticket winners
- House points
- Dojo points

Sanctions
When a pupil's behaviour falls below an acceptable standard, a range of **sanctions** will be enforced. Through working closely and openly with pupils and their families, it is our aim at St. Theresa's to resolve behavioural issues at the earliest possible stage. Behavioural concerns are logged by class teachers and monitored by the Headteacher and Deputy Headteacher.

The purpose of a sanction is:

- To ensure that children understand when their behaviour has been unacceptable
- To show that action has been taken where another child, or children, has been hurt or upset as the result of another child's behaviour.

If the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm, the school's Child Protection and Safeguarding Policy will be followed.

Whatever the sanction issued the behaviour will be discussed with the child so that they understand why the behaviour is unacceptable.
Staff must not punish the whole group/class for the poor behaviour of an individual child or group of children.
It is essential that the sanction be proportional to the behaviour.
ALL staff must use the school G*ood to be Green* behaviour charts to give and track sanctions when dealing with unacceptable behaviours:

Sanctions given at St. Theresa's are outlined below:

	Behaviour	**Response**	**Dealt with by:**
Step 1	Minor misdemeanours: off task, distracting others, excessive talking	• Blue card issued under child's name on ***Good to be Green chart***	Any member of staff
Step 2	Misbehaviour persists	• Yellow card issued under child's name on ***Good to be Green*** chart	Any member of staff
Step 3	Misbehaviour persists	• Red card issued under child's name (parent to be informed – reflection letter to be sent home)	Any member of staff Photocopy of reflection letter to be taken by teacher issuing letter
Step 4	Misbehaviour escalates/persists	• Child given time out of class 15 mins	Any member of staff
Step 5	Misbehaviour escalates/persists	• Sent to Headteacher/Deputy Headteacher	Headteacher/Deputy

In the event of serious incidents, children will be sent immediately to the office to be dealt with by a member of the senior management team, who will decide on the most appropriate way of dealing with the situation.

Incidents of serious unacceptable behaviour (as defined in section 4) may result in a pupil's card being turned straight to red, and/or being turned straight to red and being kept off the playground, or exclusion.

If a child is issued with three ***or more red cards in one week***, the school will meet with the child's parents/carers and the child will miss their lunchtime play.
Each incident will be dealt with on an individual basis, seeking advice from the Barnet Exclusion's Officer, if necessary.

Further action could include:
1. Initiating a home school 'behaviour' book
2. Creating an individual behaviour plan (i.e. a contract)
3. Referring the child to the school counsellor
4. Referring the child to outside agencies i.e. Child and Adolescent Mental Health Service (CAMHS)/Inclusion Advisory Team/Barnet Integrated Services/Alternate Provision
5. Further internal exclusion or external suspension, or exclusion.

Playtime and lunchtime behaviour is monitored by the member(s) of staff on duty.
The Good to be Green system continues to be applied during playtimes and lunchtimes.

8. Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school.
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by trained members of staff.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge of supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Headteacher will request that the pupil's class teachers set them appropriate work to complete.

The Headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

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

9. Suspension and Permanent Exclusion

The school will follow the guidance set out in the DfE's "Suspension and Permanent Exclusion" guidance updated August 2024:
https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf
This also includes the role of governors and the consideration of alternative provision.

If a child's behaviour shows no improvement after all available options to the school have been used and all other procedures followed, then the Headteacher will consider whether the child should be suspended and will determine the length of the suspension.

A child may also be suspended if the incident in the opinion of the Headteacher is serious enough for the child to be immediately excluded without prior strategies being in place.

The Headteacher will also consider whether a permanent exclusion is necessary, alongside alternative options such as a managed move.

During a reintegration meeting, the school will communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting should include the pupil's parents. However, the pupil will not be prevented from returning to a mainstream classroom if the parents are unable or unwilling to attend a reintegration meeting.

Off-Site Direction
Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour.
Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction may be used to arrange time-limited placements at another mainstream school.

10. Behaviour strategies and Teaching of Good Behaviour – The Behaviour Curriculum

Positive behaviour will be taught to all pupils, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. Staff will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.
Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Through our PSHE, RE curriculum, school council and assemblies, children have the opportunity to discuss issues and voice concerns.

The school believes that nobody has the right to hurt other people by hitting or kicking them, calling names, spreading rumours about them or by doing anything else which is intended to be upsetting. All children have a right to learn in a supportive, caring and safe environment without fear of being bullied. The school is clear on the promotion of positive behaviour. Bullying will not be tolerated at St. Theresa's. For further information, please refer to the school's ***Anti-Bullying Policy.***

11. Pupils with Special Educational Needs and Disabilities (SEND)

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.
Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.
The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

12. Staff Development and Support

Development

- Part of the process of reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice; this includes training on de-escalation strategies.
- The Headteacher will ensure that staff are kept up to date with DfE publications and guidance.
- The school will provide training for staff around the specific needs of pupils with continual behaviour problems. This can be provided by observing good practice, team teaching, attending courses or INSET led by school staff.
- This policy is included in the induction of all new staff.

Support

- It is the Governors' and Headteacher's responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing.
- Where a member of staff has been accused of misconduct pending an investigation, the school will draw on the advice in Part 4 of the **DfE Keeping Children Safe in Education - Allegations of Abuse made against Teachers and Other Staff** guidance. Please see school Staff Code of Conduct.

13. Liaison with Parents/carers and other Agencies

Working with parents/carers is an important part of supporting children with their behaviour. At St. Theresa's we make sure that parents/carers are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low-level nature. We will inform parents/carers if their child has received a red card.
Parents/carers are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's personality and behaviour.
The school can support the child by referring them to the school counsellor (space permitting) or to outside agencies i.e. CAMHS, a restorative justice team.
The school will actively encourage parents/carers to sign the Home-School Agreement every year (a copy of which can be found on the school website https://www.st-theresas.barnet.sch.uk/school/policies/).

14. Managing Pupil Transition

Further details of our procedures are available within our admissions policy. Please see **Admissions Policy** available on the school website.

Entering Nursery

We will offer home visits to all families of children who are starting Nursery in September, January and April.

All new Nursery children are invited to an Open Afternoon before they start officially.

A copy of the Behaviour Policy will be included in the starter packs.

Entering Reception

We will offer home visits to new starters.

All children will be invited to spend an afternoon in their classroom in the summer term before joining Reception.
Where necessary and where we feel it appropriate, the Reception staff will visit the child in their pre-school setting.
A copy of the Behaviour Policy will be included in the starter packs for parents/carers.
There will be a meeting for new Reception parents in the July before their child commences school.

Entering Year 1
There will be a meeting for all Reception parents/carers in the summer term prior to the children moving into Year 1.
The school Year 1 teacher will meet with the school Reception teacher to share information on the children who are transferring from Reception to Year 1.
The children will move to whole class teaching gradually over the Autumn term.

Casual starters
If pupils join St. Theresa's mid-year, the Headteacher will meet with the child and parents/carers and share our approach and expectations of behaviour. We ask parents/carers to be honest about any behaviour or friendship issues their child may have experienced. A copy of the Behaviour Policy will be included in the starter pack.

Moving between year groups
All current class teachers will meet with the following year's class teacher to share information on the children.
The children will meet their following year's class teacher on a morning in the summer term before they transfer.

15. Power to use reasonable force

Some form of physical contact with pupils by teachers is inevitable. All teachers should be aware of issues related to touching and the way in which this might be misconstrued. This relates particularly to any sensitive areas of the body.

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

- Where any uncertainty exists, a senior member of staff should be consulted and one-to-one discussions with pupils might most appropriately take place in rooms which are openly visible to other members of staff.
- Force is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable' means no more force than is needed.
- 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 'Restraint' means to hold back physically or to bring a pupil under a control. This is typically used in more extreme circumstances, for example when two pupils are fighting.
- In the event of physical restraint, it is important that only reasonable force is used in order to prevent the pupil from causing injury to themselves, others or property. Following such an incident, it will be recorded.
- Physical intervention which causes injury or severe distress to a child may have to be considered under Child Protection or Disciplinary Procedures.

Further advice can be found at:
https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools (July 2013)

A risk assessment will be drawn up should physical intervention become a likely need. At this point, support from outside agencies will also be commissioned, if it is not already in place.

After an instance of physical intervention, the pupil will be immediately taken to the Headteacher, and the pupil's parent will be contacted.

Corporal punishment is illegal.

16. Screening and Searching

Our policy regarding screening, searching and confiscation is to follow the advice as set out by the DfE guidance updated in July 2023
(Searching, Screening and Confiscation (publishing.service.gov.uk)
The key principles are:

- A search without pupil consent can be undertaken by the Headteacher, or authorised staff, with another member of staff if the following points apply:
    - The Headteacher, and staff authorised by them, may search a pupil or their possessions, without consent, where they have reasonable grounds for suspecting the pupil may have a prohibited item such as: knives or weapons, alcohol, illegal drugs, stolen items, tobacco, matches, fireworks or offensive material.
    - The Headteacher, and staff authorised by them, may search for any item banned by the school rules.
    - The Headteacher, and staff authorised by them, may seize any prohibited item found as a result of a search.
    - The Headteacher, and staff authorised by them, may seize any item which they consider harmful or detrimental to school discipline.

Independent travellers who use mobile phones, hand the phones in on arrival; they can collect their phones at the end of the school day. They are not permitted access to the phone during the school day.

17. Cyber Bullying

For more information on how the school deals with cyber bullying please see the school Online Safety Policy and Anti-Bullying Policy.

18. Child-on-Child Abuse

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Child Protection and Safeguarding Policy.
The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

19. Behaviour off school premises

Staff may discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

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

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

20. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.