Blessed Dominic Catholic Primary School

Behaviour Policy

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Statement of intent

Blessed Dominic Catholic Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- 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.
- Encourage a calm, purposeful and happy atmosphere within the school.
- Developing a positive self-image in pupils.
- 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.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

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.

Mission Statement

Our mission is to love one another, learn together and believe in God our Father.

LOVE – LEARN- BELIEVE

Our School Values are:

Kindness
Respect
Inclusive
Forgiveness
Honesty
Resilience

1. 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
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education 2025'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Behaviour Action Plan

2. Roles and responsibilities

The governing body will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- 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 pupils can learn in a calm, safe and supportive environment, where dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- 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.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.

- Publicising this policy in writing to staff, parents and pupils at least once a year and ensuring that this policy is published on the school website.
- Reporting to the governing body on the implementation of this policy, including its effectiveness in addressing any social, emotional and mental health (SEMH)-related issues that could be driving disruptive behaviour.

The Inclusion lead will be 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.
- Supporting behaviour management in line with the SEMH Policy.
- Collaborating with the governing body, headteacher as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH 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.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the Inclusion lead 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.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- 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 communications with parents, ensuring that they feel included in their child's educational experiences.

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

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- 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:

  - Inclusion lead.
  - Headteacher.

- As authorised by the headteacher, sanctioning pupils who display poor behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.

- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will define "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 will include, 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, and has the purpose of effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – is offensive, intimidating, malicious or insulting behaviour that can make a person feel vulnerable, upset, humiliated, undermined or threatened. **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- 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
- Persistent disobedience or disruptive 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

For the purposes of this policy, the school will define "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:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- 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.

4. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs annually and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will 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, 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. As far as possible, any likely triggers of misbehaviour will be anticipated and support shall be put in place to prevent these. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

6. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The school will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection. Records of behaviour are kept on the school safeguarding platform – CPOMs and on behaviour reflection sheets completed by pupils.

Pupils will be made aware of the support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with pupils, a phone call with parents and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. Please see Blessed Dominic Behaviour Ladder appendix A.

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.

- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

7. Prevention strategies, intervention and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT are aware of any pupil that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents
- Providing mentoring and coaching
- Comic strip conversation
- Behaviour contract
- Behaviour plan
- Behaviour chart
- ABC chart
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, 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. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school.

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 *(please see Blessed Dominic Behaviour Ladder in Appendix A).*

Blessed Dominic school culture

The behaviour culture at Blessed Dominic is underpinned by the school's mission statement and values. Expectations must be high for all. The culture is built with as much detail and clarity as possible so staff and pupils know what the school culture looks like in practice from behaviour on public transport and in the community to conduct around the school. This means demonstrating it, communicating it thoroughly, and ensuring that every aspect of school life feeds into and reinforces that culture.

Positive teacher-pupil relationships

At Blessed Dominic's we follow a relational approach to behaviour. 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. Safety and connection come before academic expectations. Children need their basic needs met before they are ready to learn. Children regulate through relationships with trusted adults. When children feel safe and connected, their self-esteem grows — they become more confident, willing to try and resilient when learning is challenging.

To foster successful enabling relationships we need to:

- Actively build trust and rapport
- We should have high expectations for all pupils and when we demonstrate our belief in them, it supports them to succeed.
- We treat pupils with dignity and respect at all times e.g. by saying 'thank you'; by communicating carefully and clearly. Deal with confrontation quietly and with respect. If it is necessary to enforce rules with a child, do it quietly without the child being shown up.
- Adults should listen respectfully to the child, and make a judgement about how/when to respond.
- Invest in your relationships with all pupils.
- Consider what might be behind the behaviour; why the child is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify.
- See things through e.g. consequences in place as a response to particular behaviours, both desirable and undesirable.
- Identify the strengths in the child – identify these with the child and build on it.
- Apologise if you make a mistake – you are modelling this for the child and this will support you to build trust and respect.
- Name and manage your own emotional reactions to children and young people's behaviour i.e. demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child.
- It is important to resolve difficult feelings about children's behaviour – it is unhelpful history. Focus instead on getting it right in the future.
- Quietly but firmly hold appropriate boundaries for pupils. Seek support from wider professional networks to problem-solve challenging behaviour.
- We are always respectful to pupils, we do not talk about them over their heads or in front of other children.
- We are non-judgemental about children's life experiences, but we use evidence to inform our planning for them.

At Blessed Dominic Catholic Primary School we believe that:

- All pupils want to behave well.
- Behaviour can be a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately.
- With the right support and intervention, pupils can learn to improve their behaviour and manage well.
- Mistakes are part of the learning process and we recognise that all of our pupils are at different stages of the developmental process.
- All adults can learn strategies to support pupils to improve their behaviour.

Adults can support the pupils in our school by:

- The quality of our relationships with each other and them.
- The quality of our provision.
- Our relationships with each other are supported and underpinned by the school's mission statement and the school's motto: LOVE – LEARN –BELIEVE. The school code of conduct helps us to provide good models of behaviour at all times for our pupils.
- The school values underpin the school's behaviour expectations, which are KINDNESS, RESPECT, INCLUSIVE, FORGIVENESS, HONESTY and RESILIENCE.
- The quality of our relationships with our pupils is crucial. Each adult is a significant adult for our pupils.
- A well-informed understanding of their needs.
- The scaffold we put in place.
- Observation, evidence gathering and analysis – so that our interventions are well informed and planned.
- Working in close partnership with parents and carers.
- Investing time to allow children to practise and make mistakes.

The scaffolding consists of:

- Accessible modes of communication
- Clear and realistic expectations
- Rules
- Routines
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise

Fair and predictable responses to both negative and positive behaviour

Preventative measures for pupils with 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 graduate 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

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.

- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline at the school or among pupils. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups and understand their legal duty to make reasonable adjustments for disabled children and children with SEND.

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. Parents will be informed on the same day if their child has been removed from the classroom.

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 and 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 and other appropriate teachers will consider whether any assessment of underlying factors of disruptive behaviour is needed, and facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.

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.

8. Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse 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. Disciplinary sanctions 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. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made the false reports. The DSL shall be involved in this process.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

9. Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

10. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.

- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
    - To commit an offence; or

- To cause personal injury to any person, including the pupil themselves; or
- To damage the property of any person, including the pupil themselves.

Pupils will not be permitted to use their mobile phones during the course of the school day in accordance with the Pupils' Personal Electronic Devices Policy. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

No mobile phones will be permitted on the school premises – mobile phones will be left at home or with parents.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Mobile phones

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

11. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are

worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a classroom rules agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to pupils’ behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

Pupils will be confident in asking for help if they’re struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils’ faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil’s efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates at Celebration assembly
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group
- House point reward system

Effective pupil support

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated wellbeing staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

12. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided 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 sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- 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 have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

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.

13. 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 half termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

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.

14. Monitoring and review

This policy will be reviewed by the headteacher on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

A. Blessed Dominic Behaviour Ladder

<table>
<tr><th>Behaviour</th><th></th><th>Rewards/ Consequences:</th></tr>
<tr><td rowspan="3">Positive behaviour:
Following our school rules and demonstrating our school values:
• Kindness
• Respect
• Honesty
• Forgiveness
• Inclusive
• Resilience</td><td>Outstanding</td><td rowspan="3">Verbal praise
Sharing success with other adults
House points
Notes/Message/phone call to inform parents
Star of the week
Stickers
Head teachers award
Attendance Cup
Individual class teachers rewards</td></tr>
<tr><td>Great</td></tr>
<tr><td>Good</td></tr>
<tr><td></td><td>Ready to learn</td><td></td></tr>
<tr><td rowspan="4">Low level behaviour:
• Not demonstrating the school values
• Talking when someone else speaking
• Calling out
• Not following instructions
• Rough play
• Pushing in the line
• Insufficient work or homework
• Running in corridors
• Not lining up silently/quietly and moving around the school calmly
• Being unkind to others
• Failing to respond to warning
• Rudeness
• Incorrect uniform</td><td>Chance/ reminder</td><td>Chance/ reminder</td></tr>
<tr><td>Warning</td><td>Warning
Verbal warning
Move seat</td></tr>
<tr><td>Stop and think (Level 1)</td><td>Restorative conversation 2 minutes
Teacher informal conversation with parents if necessary</td></tr>
<tr><td>Reflection time (Level 2)</td><td>Phase leader
Behaviour reflection sheet
Partial loss of play / lunchtime
Community payback
Formal meeting with parents and phase leader</td></tr>
<tr><td>Serious unacceptable behaviour:
• Deliberate use of abusive language (insulting protected characteristics)
• Discrimination
• Physical
• Racial
• Homophobic behaviour
• Swearing
• Bullying / Cyberbullying
• Possession of banned items
• Theft
• Vandalism
• Deliberately and persistently hindering the learning of others</td><td>Serious and unacceptable (Level 3)</td><td>SLT
Behaviour reflection sheet
Formal meeting with parents
Removal from their classroom
Internal exclusion
Suspension

A behaviour plan or behaviour chart may need to be put in place in discussion with inclusion lead.</td></tr>
</table>

My Behaviour Reflection Sheet (KS2)

Name:_____ Date:_____ Class:_____

Where did the incident take place?_____

Time of day:_____ Adult witnesses/involved:_____

Describe what happened:

Who has been affected by my behaviour? And how?

How I feel:

What I did?

Why I did it

Actions I will take now:

Actions I will take differently in the future:

Type of behaviour:

Rough play/low level disruption	Physical	Sexual	Discriminatory and prejudicial behaviour, including racist, disability-related and homophobic	Derogatory language including swearing	Bullying

Outcome/Action:

My Behaviour Reflection Sheet (EYFS-KS1)

Comic Strip conversation

Name:_____ Date:_____ Class:_____

Supported by: _____

Where were you? Who else was there?	What was everyone doing?
What happened?	What did the others do? Why do you think they did that?
What did you say? What did others say?	What did you think when you said that?
What do the others think?	What could have been done differently?

Type of behaviour:

Rough play/low level disruption	Physical	Sexual	Discriminatory and prejudicial behaviour, including racist, disability-related and homophobic	Derogatory language including swearing	Bullying

Outcome/Action:

D. Behaviour Plan

Name:	**Class:**	**Date:**
Staff involved:		
Brief summary:		
Triggers:	**Reactions:**	
Foreseeable risks:	**Steps to reduce the risk:**	
Strategies to manage behaviour:		
Effective systems for positive change:		
School staff signatures:		
Parents signature:		

E. Behaviour contract

I agree to follow the following rules and behaviour:

- I will
- I will
- I will
- I will
- I will

- *I will not*
- *I will not*
- *I will not*
- *I will not*

Strategies to manage my behaviour:

1.
2
3
4

These are the reward I will receive when I follow the behaviours:

1
2
3

These are the consequences I will receive if I don't follow the behaviours:

1
2
3

Child's signature: _____ Date: _____

Parent signature: _____ Date: _____

Teachers signature: _____ Date: _____

F. Behaviour chart

		Break time		Lunch time	
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

G. ABC form

Child's name: **Class:** **Name of staff:**

Date / time	**ANTECEDENT** Location, activity, people	**BEHAVIOUR** Describe what you saw	**CONSEQUENCE** What did you do/how did the person react.	Possible purpose/reason

Physical intervention used: Yes / No	**If physical intervention used, for what reason:**	Causing injury to themselves or others. Committing a criminal offence. Damaging property. Causing disorder among pupils, whether during a teaching session or otherwise.	**Was it a planned intervention, e.g. in line with approved strategies for the behaviour of specific pupils?** Yes / No
Post incident support:	**Injuries:**	**Recommendations to avoid future incidents:**	

Staff signature:		**Parent Signature:**	
Date:		**Date:**	

ABC form

Name:	
Date & Time:	
Adults involved:	

ANTECEDENT Location, activity, people
BEHAVIOUR Describe what you saw
CONSEQUENCE What did you do/how did the person react.

Physical intervention used: Yes / No	**If physical intervention used, for what reason:** Causing injury to themselves or others. Committing a criminal offence. Damaging property. Causing disorder among pupils, whether during a teaching session or otherwise.
Post incident support:	**Injuries:**

Was it a planned intervention, e.g. in line with approved strategies for the behaviour of specific pupils?	Yes / No
Recommendations to avoid future incidents:	

Broke something

Scribbled something


Hurt an adult


Hurt a child


Being unkind


unsafe

What Happened?


Not being respectful


Using inappropriate language


Being disruptive


not listening to instructions

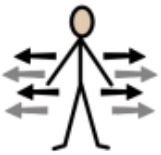

threw something


ran off


ruined work


something different


worried


fidgety


confused


angry


sad


annoyed



What were you thinking or feeling?


silly

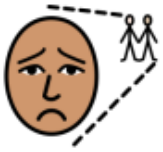

scared


embarrassed


nervous


bored


furious


lonely


something different

me

A friend

A teacher

My class

My mum

My dad

Who had been affected?

Other children

My family

My siblings

Animals

People in the community

everyone

Another adult

someone else

Say sorry

Write a letter

Talk to someone

Make a card

Fix something

Have thinking time

What needs to happen to put things right?

Tidy up

Make a change

Clean up

Make a plan

Practise

Finish my work

Hug

something different

Sorry

Guilty

Annoyed

Sad

Embarrassed

Worried



How do you feel now?

Nervous

Hungry

Tired

Unsure

Calm

Better

Okay

something different

Move away

Ask for a break

Go to my calm space

Ask for help

Get a fidget toy

Tell someone how I feel



Next time I will?

1 2 3
Count to 10

Play with someone else

Be respectful

Make a good choice

Take deep breaths

Listen carefully

Remember the rules

something different