

# ST MONICA'S CATHOLIC PRIMARY SCHOOL

## Behaviour Policy



**'Strive to succeed in the presence of God'**

**T**ogether – as a Catholic community  
**E**veryone - children, staff, parents, carers and parish  
**A**chieves – in their unique way and tries to be  
**M**ore – like Jesus

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# **St Monica's Primary School Behaviour Policy**

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## 1. KEY BEHAVIOUR PRINCIPLES

The philosophy of mutual respect and understanding is the key principle of our behaviour policy. Our standards of behaviour are based upon our moral values, the importance of personal safety and our well-being. The message from the Gospel is central to our approach:

*"You must love the Lord your God with all your heart, with all your soul, with all your strength and with all your mind, and your neighbour as yourself".*

We understand that all behaviour is meaningful. An individual's behaviour can be motivated by a complex combination of internal psychological drives and environmental triggers. We believe that by building meaningful relationships, children can be supported to make changes in their behaviour. Children attending St Monica's Catholic Primary School are encouraged to think about their behaviour and how they can take responsibility for their behaviour and make appropriate choices.

### **Within this positive and supportive environment we are committed to:**

- Ensuring there is equal opportunity for all children to experience success, whilst giving regard to the unique contributions offered by an individual's age, gender, special needs, linguistic or cultural background (Equality Act 2010);
- Encouraging the expression of emotions in appropriate ways by developing children's emotional and social skills and providing them with opportunities to express, understand and manage these emotions;
- Helping children to develop a sense of responsibility by offering strategies and thinking processes to develop self-control for example through the Zones of Regulation;
- Providing clear expectations/rules for appropriate behaviour and reviewing and evaluating these expectations with children;
- Providing a safe and secure environment where positive relationships are nurtured. This involves helping children to develop their understanding, empathy and respect for others;
- Using positive behaviour management through modelling good practice and positive reinforcement at every possible opportunity.

### **The legal duties include:**

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014) If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school will co-operate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of poor behaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.
- Our approach to anticipating and removing triggers:
  - Short, planned movement breaks for SEND pupils who find it difficult to sit still for long
  - Adjusting seating plans to allow pupils with visual or hearing impairment to sit in sight of the teacher
  - Training for staff in understanding conditions such as autism/ADHD
  - Assigning a quiet area on a case-by-case basis where pupils can be supported in regulating their emotions

We acknowledge the crucial role parents play in reinforcing this approach. We aim to build positive relationships with parents through close, continued and purposeful liaison in order to support their child to make positive choices about their behaviour.

We believe that a consistent approach promotes positive behaviour, as it provides children with clear boundaries and a safe, secure environment in order that they can, where necessary, modify their behaviour.

## 2. SCHOOL VALUES

We “**strive to succeed in the presence of God**”, which means we are all working really hard to be the best we can be in as many ways and areas as possible. We can only be successful in our aims if we work as a TEAM.

**T**ogether – as a Catholic community  
**E**veryone - children, staff, parents, carers and parish  
**A**chieves – in their unique way and tries to be  
**M**ore – like Jesus

This policy will help to reinforce our positive school ethos. It will clarify how we reward children who help promote positive behaviour and how we will deal with inappropriate behaviour. Our School Rules help all the people in our school to understand what sort of behaviour is considered to be appropriate and what is considered to be inappropriate. Pupils, staff and visitors to our school are expected to follow the school rules.

### Our School rules

We treat everyone respectfully.  
We listen well and do our best.  
We ensure the safety of ourselves and others.  
We take responsibility for our actions.  
We look after our own and others' property.

The rules are displayed clearly in each classroom and are regularly referred to. Pupils are encouraged to discuss and develop their thoughts about the rules, through assemblies and lesson time. At the start of each school year, the class teacher will discuss the rules in detail with their class so that there is a shared understanding of expectations and there will be regular reminders throughout the year.

## 3. ROLES AND RESPONSIBILITIES

### The Governing body has the responsibility for:

- reviewing and approving the Key Behaviour Principles;
- reviewing and approving this Behaviour Policy in conjunction with the Headteacher;
- monitoring this policy's effectiveness, holding the Headteacher to account for its implementation.

### The Headteacher has the responsibility for:

- reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's Key Behaviour Principles;
- ensuring that all school staff encourage positive behaviour;
- monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.

### All school staff have the responsibility to:

- provide a safe, well managed, caring environment where learning can take place;
- praise children for their efforts and achievements so that they develop high self-esteem;
- listen to children and ensure they treat them respectfully and fairly;
- take children's worries and concerns seriously;
- discuss behaviour expectations regularly in the classroom through the Relationships and Health Education (RHE) and Religious Education (RE) curriculum, assemblies and other opportunities;
- deal fairly and consistently with children who do not keep to the school rules;
- provide opportunities for parents/carers to express their views;
- liaise with other staff regarding concerns or strategies in place to support a child to ensure a consistent approach.

**The Class teacher has the responsibility to:**

- be the principal adult who deals with the day to day behaviour of their class;
- deal with any issues promptly, fairly and consistently;
- liaise with and involve parents/carers immediately if a child demonstrates concerning behaviours;
- explore all possibilities before referring the matter to a senior member of staff.

**Parents have the responsibility to:**

- support the school's core values and ethos;
- ensure their children attend school unless there is a just reason for absence and arrive punctually every day ready for learning;
- engage constructively with teachers to discuss their child's behaviour;
- discuss any concerns or worries as soon as they arise, ensuring that these are addressed to the correct person in an appropriate manner;
- support their children with their learning;
- ensure children are wearing the correct uniform at all times
- When a pupil joins the school the parent or carer signs a Home School Agreement which outlines the above. Read the latest Government guidance below:

<https://www.gov.uk/government/publications/school-exclusions-guide-for-parents/a-guide-for-parents-on-school-behaviour-and-exclusion>

**Children have the responsibility to:**

- follow our school rules and routines at all times.

## 4. SCHOOL SYSTEMS

### Rewards

We believe that rewarding pupils for following the rules is an integral part of creating our positive ethos. The staff endeavour to reward pupils at every possible opportunity. Each class teacher has the option of devising their own rewards systems for individuals, groups or the whole class. These may include: specific praise and approval from adults or peers, reward/star charts, stickers, badges, certificates, showing senior staff their work, "special person of the day/week", monitor jobs allocated in class.

Our whole school system uses House Points. We have four House Teams and every child belongs to one of them. Siblings belong to the same house. The four houses are: St Cecilia, St John Baptist de la Salle, St Theresa of Lisieux or St Francis of Assisi. Children are awarded house points for a variety of reasons, for example, listening, being on task, showing a good attitude to work, producing good work, having good manners, being kind or helpful. The house points are immediately displayed on a tally chart in class. Each year, the staff vote for House Captains and Vice Captains for each team. The House Captains count each class's house points weekly and the results are announced at Friday's assembly. Friday's assembly is for celebration and many awards are shared at this time. This can also help promote self-esteem and provide further incentive to demonstrate appropriate behaviours and gain achievements.

Pupils may have specific behaviour targets as part of their Personal Education Plan (PEP). These targets will be positive, achievable and relevant to their needs. Pupils are involved in the setting and reviewing of their individual targets where appropriate.

These strategies are adaptable and can be altered/added to on a regular basis

### Consequences

At St Monica's we use consequences to help children reflect on their actions and behaviour choices. This is so that they can understand the impact their actions have on others as well as on themselves. The aim is for children to reflect and repair any damage to relationships as needed. Children are reminded that an apology is said to show that they have reflected on their behaviour, understand that it was inappropriate and with the intention of not repeating said behaviour. Reconciliation is an important part of this process.

Children should be given the opportunity to correct inappropriate behaviours through a prompt or reminder before moving to the consequence.

We have categorised behaviours by severity as shown in Appendix 1a-1d. Level A behaviours are the least severe and Level D the most. Each level has a set of Steps which staff will work through as the consequence. This is so that staff deal with behaviour consistently and in an age appropriate way. Behaviours that fall into the Level B, C or D categories that happen outside of the classroom are recorded in a purple book. The book for infant children is kept in class 1G and monitored by Mrs Roper, the book for junior children is kept in class 6G and monitored by Mrs Tottle-Nugent.

Serious incidents are recorded on the child's online file (Scholarpack). This includes any incidents that have been identified as Bullying, Racist, Homophobic and any disability related incidents. The number of incidents of bullying or racist behaviour are recorded in the Headteacher's Report to the Governing Body each term.

Where there are repeated behaviour incidents with a pupil, the school may record these observations in an Antecedent-Behaviour-Consequence (ABC) Chart. An ABC Chart is a direct observation tool that can be used to collect information about the events that are occurring within a pupil's environment. "A" refers to the antecedent, or the event or activity that immediately precedes a problem behaviour. The "B" refers to observed behaviour, and "C" refers to the consequence or the event that immediately follows the behaviour. This can inform staff on strategies that may support the pupil and help the pupil understand the connection between their behaviour and the consequence.

Children are encouraged to reflect on their behaviours using an age appropriate reflection sheet (see Appendices 2a and 2b)

For additional information about specific behaviours see Appendix 3

### **Extreme Behaviours**

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety to avoid exhibiting extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke 'Positive Handling Plans' (See Appendix A of the separate Positive Handling Policy) They will also have an individual "Risk Assessment and Management Plan" to support them. When dealing with an episode of extreme behaviour, physical intervention may be required with a child if they or another person is unsafe. It is important to have tried ALL de-escalation strategies and techniques first. COSIE (Creating Optimally Safer and Inclusive Environments training) emphasises the use of de-escalation. Physical intervention will only be used as a last resort and by trained staff only. See separate "Positive Handling Policy".

### **Fixed Term Suspensions**

St Monica's Primary believes that, in general, suspensions are not an effective means of moving behaviour forward. A fixed term suspension out of school is used sparingly and normally only where other strategies have been tried.

However, in order for children to achieve their maximum academic potential in school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy or seriously harms the education or welfare of others in the school, the Headteacher may take the decision to suspend them for a fixed period. Parents will always be informed of it at the earliest opportunity and a meeting will be arranged to discuss the reasons for the suspension. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term suspension, the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and when a child has misbehaved, it is expected that they will be welcomed and treated without any resentment when they return. Suspension is always a very last resort.

We will follow the DfE guidelines when issuing a suspension.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101498/Suspension\\_and\\_Permanent\\_Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units\\_in\\_England\\_including\\_pupil\\_movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

## **Permanent Exclusions**

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid suspension (See Exclusion Regulations). The governors of St Monica's Catholic Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. However, in some cases a serious incident may result in an immediate exclusion. This final decision to exclude is taken by the Headteacher or the Assistant Headteachers if the Headteacher is not available.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned or to other pupils at the school.

## **5. SUPPORTING CHILDREN WITH SEND**

**For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.**

- Reasonable adjustments for pupils will be recorded on an individual behaviour plan or an SEN pupil profile outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies eg. Educational Psychologist, behaviour consultant, Social services or CAMHS.
- A reduced timetable may be put in place in line with guidance from the Borough.
- A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such e.g. assemblies, school trips but only if the behaviour is dangerous.

### **Expectations for managing behaviour of pupils with SEND:**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with unacceptable behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage. Using the Zones of Regulation approach will help identify the child's feelings, triggers and appropriate way to respond.

If necessary, reasonable adjustments for pupils will be recorded on a Learning Support Plan (LSP). All adults are responsible for knowing a child's individual needs before teaching them and should ensure they have accessed the child's LSP. Staff need to use these documents to understand what works and what doesn't work for that child.

Systems can be adapted to suit the needs of individual pupils. If a child does not respond to policy systems, the Assistant Headteacher for Inclusion evaluates the reasons and steps that would work for that child.

### **Behaviours that children with SEND might exhibit to try to communicate with you but which may be read as misbehaving:**

- work avoidance - this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- focusing their attention on the adults - following and asking repeated questions. This might be for more reassurance that they are doing the right thing or that they are liked.
- calling out - this might be so they feel noticed and to also feel reassured.

## **6. BULLYING**

Bullying is several times on purpose (STOP). At St Monica's Primary School, we believe that bullying is wrong and we will not tolerate anyone being bullied in our School. Should a problem of "bullying" arise, it must be dealt with in accordance with our Anti-Bullying Policy. See separate "Anti-Bullying Policy". See Appendix 4 for further details about Child on child abuse.

## **7. SAFEGUARDING**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's poor behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Child Protection and Safeguarding Policy for more information.

## **8. TRANSITION**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. For some pupils who are more vulnerable to change, especially pupils who have special educational needs or who are adopted or looked after, additional transition and support will be put into place. This includes transition books and extra opportunities to meet new teachers and support assistants where possible.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **9. EQUALITY**

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. We have an Equal Opportunities Policy which underpins all our other guidelines and policies. See separate "Equal Opportunities Policy".

## **10. LINKS WITH OTHER POLICIES**

The behaviour policy links to many other school policies which can be found on our [website](#). In particular it relates to:

- Special Educational Needs
- SEN Information Report
- Home School Agreement Policy
- Anti-Bullying
- Anti-Racism
- Safeguarding and Child Protection
- Internet Safety Policy
- Positive Handling Policy
- Attendance Policy
- Equal Opportunities Policy



## Appendix 1a

### Level A Behaviours – NOT to be recorded in purple book

This is a general list and not exhaustive

- Persistent talking in class
- Not making an effort with their work – working very slowly when they can do better
- Deliberate calling out or interrupting in a lesson
- Disruptive behaviour in the classroom or cloakroom eg going over to another table and disturbing others, messing about with coats/bags
- Not following instructions given by an adult (anywhere in the school – classroom, corridors, playground)
- Reckless/silly action which unintentionally causes injury to another eg swinging a coat that hits someone
- Being disorderly in lines eg still playing with a ball and around the building including the toilets – eg being noisy
- Telling a lie to avoid getting into trouble eg not owning up when you did something wrong
- Playing in the toilets when they should be in class
- Going to the toilet at playtime without letting an adult know
- Running anywhere inside school
- Inappropriate uniform eg no PE kit, no tie, wrong coloured shoes/socks or wearing jewellery (watches and stud earrings are allowed – no earrings, all hair below shoulder length tied back, hair fasteners are green/yellow/white or black)
- One-off isolated incident of teasing or name calling eg “you’re an idiot”, (this does not include racism/homophobic language – see “Level D”)
- Blasphemous language “Oh my God”, “Jesus Christ”
- Going into an out-of-bound area without permission eg classroom during playtime with no adult, or the forest
- Not handing mobile phone to the class teacher in the morning (only children who walk to school alone can bring a mobile to school)
- Being deliberately unkind eg 1 not letting a child play your game for no good reason ie when others are being allowed to play (infants only for juniors see “Level B”) eg 2 juniors kicking the ball over the fence
- Making a child do something they didn’t want to do – (infants only for juniors see “Level B”)

#### STEPS

1. Immediate reminder of what should be done (1st warning - *child must be clear that they have received a warning*)
2. Individual reprimand to reinforce the appropriate behaviour (2nd warning)
3. Final warning
4. Discuss the behaviour with the child (for a short period) and child works in an isolated part of the classroom or just outside the classroom – or “time out” if in the playground.
5. Child to miss all or part of play time
6. Child sent to work in another class (parallel class or Phase Leader’s class)
7. If a child reaches Step 6 three or more times during the course of one week, this will be regarded as “Level B”.

## **Appendix 1b**

### **Level B Behaviours – MUST be recorded in purple book**

This is a general list and not exhaustive

- Persistent Level A behaviours i.e. reaching Step 6, three or more times during the course of a week
- Refusing to complete work (when the adult knows they are capable)
- Saying a swear word eg when they are playing football and get a penalty – immediate 5 minutes off the playground (carry over to the next day/next play if the incident happens at the end of play)
- Being rude to an adult eg answering back when being spoken to (adult to make sure they have heard both sides of a story first)
- Junior (not Infant) children being deliberately unkind eg a group of children leaving one child out of a game
- Junior (not Infant) children making another child do something they didn't want to do (coercion)
- Deliberate kicking, punching, slapping, spitting, biting (which does not cause serious injury)
- Deliberately spoiling the classroom environment
- Throwing something at someone with intent to harm
- Behaving in an unsafe manner eg in an PE lesson – immediate time-out for 5 minutes
- Vandalism eg drawing on a table/wall
- Leaving the classroom without permission eg to run outside
- Misusing the toilets eg climbing over toilets, throwing toilet roll, causing damage
- Behaviour outside of school that leads to disruption in school or brings the school into disrepute
- Inappropriate and unwanted gestures to cause offence eg twerking to someone
- Disrespecting someone's family

#### **STEPS**

1. Class teacher will record the incident onto ScholarPack. Child will have immediate sanction - loss of playtime and writes letter of apology or sent to parallel class. Depending on the severity of the situation and age of the child, the class teacher will inform the parent informally the same day.
2. Class teacher will speak to the parent (if they haven't already) – further loss of playtime. Phase Leader will be informed.
3. A meeting will be held with the parents, the class teacher and Phase Leader. Other sanctions appropriate to the child's needs will be considered. Assistant Headteachers will be informed.
4. A meeting will be held with the parents, the class teacher and an Assistant Headteacher (Mrs Roper Infants and Mrs Tottle-Nugent Juniors). Other sanctions appropriate to the child's needs will be considered. Headteacher will be informed
5. Serious inappropriate behaviour occurring more regularly (3 recorded incidents on Scholarpack during a half term) will be regarded as "Level C" behaviours. The Headteacher will contact the parents to arrange a meeting and discuss a way forward. A Pastoral Support Programme may be put into place for the child, which may include the intervention of outside agencies.

## Appendix 1c

### Level C Behaviours – MUST be recorded in purple book

This is a general list and not exhaustive

- Persistent “Level B” behaviours - ie three incidents recorded on ScholarPack during the course of a half term
- Climbing up the fence to retrieve a ball from the parish centre without having an adult present with them
- Offensive or abusive language used aggressively towards a pupil or member of staff (including sexual content & inappropriate behaviour online)
- Stealing something of value or with malicious intent
- Purposefully breaking or defacing school property
- Bringing the school into disrepute eg stealing outside of school while in school uniform
- Online behaviour outside of school that leads to disruption in school or brings the school into disrepute
- Stealing eg taking something out of someone else’s bag – (clarify - not a ball being taken at playtime or someone borrowing a pencil without asking)
- Body shaming eg “You’re fat.”

### Steps

1. Class teacher to inform the parents and an appropriate sanction put in place. Class teacher to log the incident on ScholarPack.
2. A meeting will be held with the parents, the class teacher and one of the Assistant Headteachers (Mrs Roper Infants and Mrs Tottle-Nugent Juniors) to discuss the seriousness of the offence. This will be reinforced with an appropriate sanction.
3. A meeting will be held with the parents and the Headteacher and an appropriate sanction put in place (including, if appropriate, suspension or permanent exclusion.) Pastoral Support Programme may be put into place for the child, which may include other forms of sanction or support as appropriate to the child’s needs.
4. Permanent exclusion, to be determined by the Head Teacher.

**Note:** Some incidents may require an immediate fixed term exclusion, at the discretion of the Head Teacher. Parents must meet Head Teacher before the child returns to school (or Assistant Headteacher in their absence). A Pastoral Support Programme may be put into place for the child, which may include other forms of punishment appropriate to the child’s needs.

## Appendix 1d

### Level D Behaviours – MUST be recorded in purple book

This is a general list and not exhaustive

- Any form of child-on-child abuse
- Racism with intent
- Deliberate bullying (remember bullying is SEVERAL TIMES ON PURPOSE) which may be online or in person
- Homophobic/sexist name calling
- Deliberate kicking, punching, slapping, spitting, biting (which causes serious injury) to another child or adult
- Serious disregard of health and safety and so putting themselves or others at risk eg climbing a high fence/wall to jump off or over, throwing furniture, going beyond the 4th branch of the tree outside 4Y
- Any drug/alcohol related issue
- Bringing a weapon into school
- Bringing something considered dangerous into school eg a firework

### Steps

1. Following a full investigation, Headteacher to speak to the child's parents of all participants. Incident to be logged on ScholarPack. Sanction to be agreed eg loss of playtimes/letter of apology.

**Note:** Some incidents require an immediate fixed term exclusion, at the discretion of the Head Teacher. If there is a fixed term exclusion, parents must meet Head Teacher before the child returns to school (or Assistant Headteacher in their absence). A Pastoral Support Programme may be put into place for the child, which may include other forms of support appropriate to the child's needs.

In an exceptional circumstance, permanent exclusion may be used, to be determined only by the Head Teacher.

# Appendix 2a

KS1 Timeout Reflection form

## Reflecting on my behaviour



Name: \_\_\_\_\_

Class: \_\_\_\_\_

<p>What happened?</p>	<p>Who?</p>			<p>More than one child</p>						
	<p>Where?</p>	<p>Girls toilets</p>	<p>Boys toilets</p>	<p>Hall</p>	<p>Corridor</p>	<p>Climbing Frame</p>	<p>Playground</p>	<p>Orchard</p>	<p>Classroom</p>	
	<p>What?</p>	<p>Not listening to the bell</p>	<p>Biting</p>	<p>Pushing</p>	<p>Hitting/scratching</p>	<p>Shouting</p>	<p>Kicking</p>	<p>Throwing</p>		
	<p>When?</p>	<p>Morning playtime</p>		<p>Lunchtime</p>		<p>Afternoon playtime</p>				
<p>How did you feel? Please circle</p>	<p>sad</p>	<p>disappointed</p>	<p>angry</p>	<p>frustrated</p>	<p>happy</p>					
<p>What could I have done instead? Please circle the ideas that you will use next time.</p>	<p>Drink water.</p>			<p>Tell someone how you feel.</p>						
	<p>Read a book.</p>			<p>Count to ten.</p>						
	<p>Find a place you feel calm.</p>			<p>Breathe deeply and slowly.</p>						
<p>Incident recorded on Scholar pack? Yes/No*</p>	<p>Teacher's name: _____ Date: _____</p>									

# Appendix 2b
















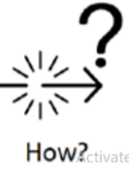
KS2 Timeout Reflection form

## Reflecting on my behaviour



Name: \_\_\_\_\_

Class: \_\_\_\_\_

<p>What happened?</p>     	
<p>Who was affected?</p> 	
<p>How were they affected? What were you/they thinking about?</p> 	
<p>What could I have done instead? Please circle the ideas that you will use next time.</p> 	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p>Drink water. </p> <p>Read a book. </p> <p>Find a place you feel calm. </p> </div> <div style="width: 50%;"> <p>Tell someone how you feel. </p> <p>Count to ten. </p> <p>Breathe deeply and slowly. </p> </div> </div>
<p>What do you need to do make it right? How do you feel now?</p>  	
<p>Incident recorded on Scholar pack? Yes/No*</p>	<p>Teacher's name: Date:</p>

# **Appendix 3**

## **Searching and Confiscation**

According to the DfE guidance on Screening, Searching and Confiscation 2014, school staff can search a pupil for any item if the pupil agrees. This will be influenced by the pupil's age and other factors.

Headteachers and staff authorised by them 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. Prohibited items are:

- knives or 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, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules, which has been identified in the rules as an item which may be searched for.

School staff can confiscate any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

## **Mobile phones**

Only children who travel to or from school independently from an adult may bring a mobile phone into school. On arrival to school they must hand their mobile phone to a member of staff in the school office, where it will be stored until the child collects it at the end of the school day. Pupils are not allowed to have their phones with them at any time, during the school day.

## **Pupils' conduct outside the school**

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" (Section 90 of the Education and Inspections Act 2006).

Non criminal bad behaviour or bullying (including cyber bullying) which occurs off the school premises and which is witnessed by a staff member or reported to the school, will be dealt with where necessary and appropriate according to the school behaviour system already outlined. This includes instances when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- identifiable as a pupil of the school in some other way;
- affecting the orderly running of the school;
- poses a threat to another pupil or member of the public;
- or could adversely affect the reputation of the school.

In all cases of misbehaviour the school can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

# **Appendix 4**

## **Child on Child Abuse**

At St Monica's, we teach all children about the types of behaviour that are unacceptable and should always be challenged and that if left unchallenged, can turn into abuse. We teach children to recognise when they should come forward and to have the courage to report incidents. In addition, staff are trained to recognise that incidents may lead to abuse. Children are told how to report concerns and know they will be listened to and supported.

Child on child abuse may be physical, sexual or emotional and can include gender-based violence/sexual assaults, sexting, teenage relationship abuse, child on child exploitation, upskirting, serious youth violence, sexual bullying or harmful sexual behaviours. Sexual violence and sexual harassment can occur between two children of any age and sex or a group of children sexually assaulting or sexually harassing a single child or group of children.

### **If a pupil makes an allegation of abuse against another pupil:**

Staff must record the allegation and tell the DSL, but must not investigate it.

The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made (and any others affected) with a named person they can talk to if needed

The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

### **We will minimise the risk of child-on-child abuse by:**

Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images,

Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys,

Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent,

Ensuring pupils know they can talk to staff confidentially by referring to this throughout the year to make the children aware (Class introductions/assemblies/circle time etc),

Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

If staff are unsure of how to challenge these behaviours they should discuss with a member of the senior leadership team.