St Ralph Sherwin
Catholic Multi Academy Trust

Behaviour Policy
(including anti-bullying policy statement)

Version 1
March 2025

One of three Catholic
Multi Academy Trusts in
the Diocese of Nottingham

Document Provenance

Title of policy:	Behaviour Policy (including anti-bullying policy statement)
Author and policy owner in the Executive Team:	School Improvement Team
Version number:	1
Date approved:	27th March 2024
Approved by:	Trust Board
Date of next review:	March 2026

Document review and editorial updates:

Version control	Date	Key revisions included
1	March 2024	This is a new Trust-wide policy for all CMAT schools aligning with national guidance and best practice in regard to embedding a consistent and positive behaviour culture across the CMAT.

'So always treat others as you would like them to treat you; that is the meaning of the Law of the Prophets.' Matthew 7:12

St Ralph Sherwin Catholic Multi Academy Trust Vision

Schools within the St Ralph Sherwin Catholic Multi Academy Trust ensure that each child is treated individually and with respect. We lead by the example of our namesake, Saint Ralph Sherwin, a martyr who risked all for his faith, seeking to do the Lord's will "today rather than tomorrow". All schools within the Saint Ralph Sherwin Catholic Multi Academy Trust share the same collective vision:

Vision

We are a Catholic family of schools, working as one. We aim to ensure:

- The best possible education for every child.
- To provide Catholic formation which inspires all of us to live a life of service modelled on the Gospels.
- To continue to build sustainable and caring communities in which the most vulnerable can flourish.
- To recognise that every member of our community has a vital role to play.

Our Mission

'Growing in faith, serving with love, transforming our world; together in Christ'.

Our Core Virtues

All schools within the St Ralph Sherwin Catholic Multi Academy Trust, and members of our Central Team are guided by three core virtues which underpin everything that we do:

- Trust
- Togetherness
- Kindness

The Trust's Behaviour Policy has its foundations in the teachings of Jesus Christ and the Trust's core mission of growing in faith and serving with love. To that end every school is committed to a culture of celebrating behaviours that foster respect, kindness, community and achieving our full potential. Where behaviours fall below expectation a proportionate and empathetic graduated response will be implemented which encourages an individual to reflect on their actions and the impact those actions have had on others.

1. Introduction and Purpose

1.1. This policy sets out our Trust-wide approach to building and maintaining a culture which celebrates behaviours that reflect our Catholic values whilst addressing, in a consistent and empathetic way, behaviours that have negative consequences or risk harm to others or, an individual, themselves.

1.2. Every school community is unique and as such parts of this policy have been tailored to meet the individual needs of each school community.

2. Scope

2.1. This policy applies to all pupils and students. All staff and visitors are also expected to model behaviour that aligns with this policy. This policy should be read in conjunction with the Trust's Suspension and Exclusion Policy which sets out the consistent sanctions that will be applied should a pupil's conduct fall below expected standards.

2.2. Specifically, this policy is intended to:
- Support the creation of a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole school approach that maintains high standards that reflects the Catholic values at the heart of our schools.
- Supports consistent application of behaviour principles that means pupils are treated fairly, regardless of the school they attend within the CMAT.
- Make explicit what is deemed unacceptable behaviour and the fostering of a culture where this is communicated regularly so that pupils understand the expectations upon them.
- Ensure that bullying and discrimination in all its forms is not tolerated.

3. Legislation and Regulation

3.1. This policy is based on legislation and advice from the Department for Education (DfE) on:
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools

- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability (SEND) Code of Practice](#)

3.2.   This policy is compliant with the CMATs funding agreement and articles of association.

4.   Positive Behaviour

4.1.   As a Catholic Multi Academy Trust, the foundations of our school culture and curriculum ensures positive behaviours are encouraged and celebrated. Pupils, staff, parents and carers and visitors are expected to model positive behaviours in all their interactions, including outside of school.

4.2.   The curriculum and school day reinforces these behaviours and teaches pupils the damaging impacts of poor behavior and bullying.

4.3.   The CMAT believes that rewards are more effective than punishment in motivating pupils. Schools are committed to promoting and rewarding good behaviour and may do so in a range of ways including:
- Immediate verbal recognition and praise.
- House points with a reward event for the winning house at the end of each term
- Contact home by staff text, phone, e-mail and/or letter.
- Stickers.
- Certificates.
- Recognition & celebration events.

4.4.   Recognising positive behaviours is key to fostering a culture that supports everybody. It is a powerful means of reinforcing the behaviours expected of all pupils in school. Building and maintaining positive behaviours will include:
- Greeting pupils in the morning/at the start of lessons.
- Establishing clear routines.
- Communicating expectations of behaviour in various ways including through notice boards, via the website, communication with parents/ carers.
- Highlighting and promoting good behaviour.
- Concluding the day positively and starting the next day afresh.
- Using positive reinforcement.

5.   Classroom Management

5.1.   Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. This starts with quality first teaching that inspires and maintains the attention of pupils.

5.2.   Staff will:
- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the behaviour curriculum or their own classroom rules in prominent places within the classroom and school.
- Revisit the school rules at the start of each term, with extra emphasis at the beginning of the school year, whereby classes create their own class's expectations of behaviour videos, which are then shared on the website.
- Follow St.George's behaviour protocols.
- Expect and Insist upon the highest possible standards of behaviour, not only in classrooms, but in all other areas of school.

6.   Poor and unacceptable behaviour

6.1.   Whilst the Trust will focus primarily on maintaining a culture and ethos that promotes positive behaviours it is essential that there are systems in place to tackle, on a consistent basis, poor behaviour that detracts from learning, may be harmful to an individual or others or be illegal.

6.2.   **Poor or unacceptable behaviour** is defined as:
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Deliberate non-completion of classwork or homework.
- Poor attitude to learning or interactions with others.
- Incorrect uniform.

6.3.   **Serious misbehaviour** is defined as:
- Repeated breaches of the school rules despite these having been brought to the pupil's attention.
- Any form of bullying.
- Sexual violence, such as rape or sexual assault (including intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  a) Sexual comments.
  b) Sexual jokes or taunting.
  c) Physical behaviour such as interfering with clothes
  d) Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism.

- Theft.
- Fighting.
- Smoking.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items including:
  a) Knives or weapons.
  b) Alcohol.
  c) Illegal drugs.
  d) Stolen items.
  e) Tobacco and cigarette papers.
  f) E-cigarettes or vapes.
  g) Fireworks.
  h) Pornographic images
  i) Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil themselves).

7. Bullying

7.1. Bullying behaviour is contrary to the Catholic values which form the foundation of the culture of all our schools and will not be tolerated in any form. Bullying can have a long-term impact on an individual and is:
- harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide;
- interferes with a pupil's right to enjoy his/her learning and leisure time free from intimidation;
- is contrary to everything we stand for as a Catholic, values driven Trust.

7.2. Bullying is defined as **actions which are intentionally hurtful, repeated, often over a period of time.**

7.3. Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist)	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

• Homophobic/biphobic • Transphobic • Disability-based	
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written or visual content generated by artificial intelligence (AI).

Signs and Symptoms

7.4.   Staff have been trained to identify behaviours that may indicate a pupil being bullied. Potential signs of a pupil being bullied could include:
- Being frightened of walking to or from school or between classes.
- Not wanting to go into vulnerable areas of the school i.e. toilets, library, dining hall.
- Being unwilling to go to school.
- Becoming withdrawn, anxious, or lacking confidence.
- Sudden changes in behaviour or engagement with others.

Tackling bullying

7.5.   Staff will be vigilant of the above signs and seek to speak to and support any pupil exhibiting these behaviours including encouraging them to report instances of bullying.

7.6.   Curriculum and non-curriculum time will be used to raise the risks and damaging impacts of bullying and to reiterate the actions pupils can take if they are the victim of bullying or see bullying carried out by others.

7.7.   All incidents of bullying will be recorded by staff and addressed promptly. Where a perpetrator of bullying has been identified, their parents/ carers will be contacted and asked to support the school in addressing such behaviour. Where appropriate, the police may be notified.

7.8.   A firm restorative approach will be taken with anybody found to be bullying other pupils or adults including:
- The perpetrator(s) will be asked to genuinely apologise, if the victim(s) consents.
- The perpetrator(s) will spend a period of time in Learning Support Unit (LSU), reflecting on their behaviour with a member of the Senior Leadership Team. In this time, they might revisit elements of the curriculum, which they have learned previously.
- During the discussion, the school leader will discuss 'natural consequences' in order to explain to the young person that their actions and behaviours, whether positive or negative, will always have consequences.
- Where possible, every effort will be made to rebuild positive relationships between perpetrator and victim

7.9.   Sanctions including suspension and permanent exclusion will also be considered in line with the Trust's Suspension and Permanent Exclusion Policy.

7.10. After an incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

7.11. Both victim and perpetrator will be offered targeted support which may include counselling or additional pastoral support.

8.   Graduated Response

8.1   All incidents of misbehaviour will be dealt with promptly in line with this policy. Headteachers and staff will take a graduated response to managing misbehaviour, which will include:
- Constructive reinforcement of the school's values and expectations through assemblies, school masses and through the curriculum.
- Responding to misbehaviour as it occurs so that pupils understand when they have misbehaved and how to resolve the matter.
- Speaking to a pupil on a one-one basis to enable them to understand their actions and the impact it has had.
- Undertaking restorative conversations with the pupil so that they understand the impact of their actions and apologise where necessary.
- Accessing pastoral support and other interventions to support resolution and a return to expected standards of behaviour.

- The issuing of sanctions including removal from the classroom or detention.
- The engagement of parents and carers to establish a united position in addressing misbehaviour.
- The implementation of stronger sanctions as set out on the Trust's Suspension and Permanent Exclusion Policy.

In issuing sanctions these will be proportionate to the incident and consistent with how interventions or sanctions are applied to other pupils.

9.   Pupils with additional needs

9.1.   The Headteacher and staff have the absolute right to sanction any pupil whose behaviour falls below expectations. Each incident will be considered on its merits, but staff will consider the wider background of the pupil when determining the graduated response to the incident to ensure sanctions are applied consistently and proportionately.

9.2.   The Headteacher or staff member will assess the appropriateness of the sanction in the context of the pupil's additional needs and make reasonable adjustments if required. The Headteacher will be the final arbiter of any sanction issued.

9.3.   The school's special educational needs co-ordinator (SENCO) may be asked to offer support or advice in regard to a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

9.4.   When acute needs are identified in a pupil, the school may liaise with external agencies and plan support programmes for that child. Parents/ carers will be engaged in any such discussions.

9.5.   For pupils on an Education, Health Care Plan (EHCP) the school will liaise with the local authority before issuing a sanction that will result in the pupil being off site (e.g. suspension or permanent exclusion). The school should call for an emergency review of the EHC plan.

9.6.   Where a pupil is looked after or previously looked after, the school will liaise with the Virtual Head prior to issuing a sanction that results in the pupil being off site (e.g. suspension or permanent exclusion). Whilst the Trust encourages dialogue

with external agencies, the Headteacher remains legally empowered to suspend or exclude any pupil should the misbehaviour be serious enough.

10.   Roles and Responsibilities

The Trust Board and Local Governing Body

10.1.   The Trust Board is responsible for reviewing the Trust's Behaviour Policy and approving any amendments following changes to legislation, best practice, or feedback from Headteachers.

10.2.   The LGB is responsible, alongside the Headteacher, for reviewing the policy in line with the school's ethos and practice. The LGB will review trends in suspensions and permanent exclusions as part of their annual work programme.

10.3.   Ensuring effective training is in place to support staff in managing behaviour within school.

The Headteacher

10.4.   The headteacher is responsible for:
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively and consistently with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and staff

10.5.   Staff are responsible for:
- Creating a calm and safe environment for pupils.

- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Adapting the curriculum and interventions to the specific behavioural needs of particular pupils.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly.
- Challenging pupils to meet the school's expectations.

10.6.   The senior leadership team (SLT) will support staff in responding to behaviour incidents. It is for teachers and support staff to address behaviour incidents as the occur in the classroom through quality first teaching and targeted interventions.

Parents and carers

10.7.   Parents and carers, should:
- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy, and explaining the consequences of poor behaviour.
- Support the school's ethos and work with the school to uphold those expectations.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions or reintegration meetings).
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

10.8.   The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to constructively address behavioural issues.

Pupils

10.9.   Pupils will be made aware when they start school and on an ongoing basis:
- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy.
- The school's key rules and routines.

- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards.
- The pastoral support that is available to them, to help them meet the behaviour standards.

10.10. Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be expected to model high standards to other pupils including pupils younger than themselves, or new to the school. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.

11.   Safeguarding

11.1.   The school recognises that changes in behaviour may be an indicator that a pupil is in need of help, or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

11.2.   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.

11.3.   Interventions will be in accordance with the Trust's Child Protection and Safeguarding Policy.

12.   Reasonable force, searches and confiscation

Reasonable Force

12.1.   Reasonable force is a rare, but on occasions necessary step to prevent a pupil harming others or themselves. Staff have a duty to use reasonable force to prevent a pupil from:
- Causing disorder.
- Hurting themselves or others.
- Damaging property.
- Committing an offence.

12.2.   Any interventions requiring reasonable force will be carried out by trained staff unless child/other children are in imminent danger.

12.3.   Incidents of reasonable force must:
- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents/carers.

12.4.   When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Searches and Confiscation

12.5.   Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

12.6.   Any prohibited items found in a pupil's possession as a result of a search, will be confiscated. These items may be returned to pupils after discussion with senior leaders and parents/carers, if appropriate. Illegal items will be retained and stored in a locked cabinet/safe. The police will be informed.

12.7.   Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves and has received the appropriate training.

12.8.   Staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. In exceptional circumstances the staff member carrying out the search may be of the opposite sex. This may occur when:
- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

12.9.   In the exceptional circumstance when an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

12.10.   If the member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or deputy) who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

12.11.   A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. Appropriate consideration will be given to the age and needs of pupils (e.g, SEND) being searched and the factors that may influence the pupil's ability to understand what is happening to them and their ability to give informed consent.

12.12.   An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

12.13.   Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other pupils or staff at risk.
- Consider whether the search would pose a safeguarding risk to the pupil.
- Explain to the pupil why they are being searched.
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your coat".
- Explain how and where the search will be carried out.
- Give the pupil the opportunity to ask questions.
- Seek the pupil's co-operation.

12.14.   If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Headteacher or Designated Safeguarding Lead, to try to determine why the pupil is refusing to comply.

12.15.   The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

12.16.   The authorised member of staff can use reasonable force to search for any prohibited items identified in paragraph 6.3 of this policy, but not to search for items that are only identified in the school rules.

12.17.   An authorised member of staff may search a pupil's outer clothing, pockets, possessions (outer clothing refers to clothes that don't wholly touch the skin such as a coat, jumper, shoes). A metal detector could be used for this purpose.

12.18.   A search can also be carried out on a pupil's bag, locker or desk.

12.19.   Except in exceptional circumstances searches should not be carried out on whole classes or year groups. Searches should be targeted on specific individuals based on clear evidence or reasonable suspicion. The indiscriminate use of searches risks undermining the wider positive culture fostered by the school between adults and pupils.

12.20.   It will likely be impractical to search a large group of pupils' bags at the same time whilst maintaining privacy of the individual. Searches should be carried out discreetly away from other pupils. Bag searches for example should not be

undertaken routinely for example in class, as any personal possessions then become visible causing potential distress or embarrassment.

12.21.   All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

12.22.   Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable. This should include what happened, what was found, if anything, what was confiscated, if anything, and what action the school has taken, including any sanctions issued.

12.23.   Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be affected emotionally or potentially suffer harm as a consequence of a search and hence whether pastoral support is needed to be put in place.

Strip searches

12.24   Staff in SRSCMAT schools are not authorised to carry out strip searches. Strip searches on school premises can only be carried out by the police in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. A decision to call the police to undertake a strip search should only be undertaken by the Headteacher following consultation with the Chief Executive or Director of Performance and Standards. Any decision must be on the basis that all other avenues of resolution have been exhausted and that such a search is necessary as the item in question may cause harm to others or the pupil themselves. Any such search must be undertaken on accordance with the Department for Education advice: Searching, Screening and Confiscation (publishing.service.gov.uk)

13.   Off-site misbehaviour

13.1   Sanctions may be applied where a pupil has misbehaved off-site when representing the school or where it is clearly visible that the child attends the school (e.g. when wearing their school uniform). This means misbehaviour when the pupil is:
- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- Wearing their school uniform.
- In any other way identifiable as a pupil of the school.

13.2   Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil.
- Amounts to bullying of a pupil outside of school (e.g. via social media).
- Has a reputational impact on the school or Trust.

13.3   Sanctions for misbehaviour outside the school premises will only be issued when the pupil returns to the school site, unless the pupil is in the lawful control of a member of staff, such as on a school trip (so long as it doesn't generate additional safeguarding risks or escalation in misbehaviour, in which case the sanction should be issued on the return to the school premises).

14.   Suspected criminal behaviour

14.1.   If a pupil is suspected of criminal behaviour, then the matter will be reported to a member of the Senior Leadership Team on the basis that the matter be referred to the police. Any internal investigation will be undertaken in such a way as to preserve evidence to hand over to the police.

14.2.   It will be for the police to take the action it deems necessary. The school can carry on with its own investigations and issue an appropriate sanction, as long as such an investigation doesn't interfere with the police investigation.

14.3.   The Designated Safeguarding Lead should be notified and a risk assessment undertaken in regard to referring the matter to social care, as appropriate.

14.4.   If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

15.   Malicious allegations

15.1.   Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. Given the seriousness of the allegation, the presumption will be that a sanction **will** be issued in all but the most exceptional cases.

15.2.   Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil or member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. Given the seriousness of the allegation, the presumption will be that a sanction will be issued in all but the most exceptional cases.

15.3.   In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant, will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

15.4.   The school will also consider the pastoral needs of staff and pupils accused of misconduct.

15.5.   Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

16.   Induction Process

16.1   As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:
- The needs of the pupils at the school.
- How SEND and mental health needs can impact behaviour.
- Our behaviour policy and systems and how they are implemented within our school.
- Our expectations of behaviour in all areas of school and beyond.

17.   Monitoring

17.1.   At a school level, behaviour incidents will be recorded on the school's Management Information and safeguarding systems. This will include data in regard to:
- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusions and suspensions.
- Use of pupil support units, off-site directions and managed moves.
- Incidents of searching, screening and confiscation.
- Perceptions and experiences of the school behaviour culture including whether pupils and staff feel safe (drawn from anonymous surveys undertaken periodically).

17.2.   The data should be reviewed routinely by the schools SLT and reported as part of the Headteacher's Report to the LGB.

17.3.   At a Trust level, trends in data will be reported to the Curriculum and Standards Committee to ensure behaviour in schools is being managed effectively, promoting the Trust's Catholic values and ensuring an environment where pupils are able to learn and grow.

17.4.   Analysis of trends will focus on whether any particular cohort of pupils, is disproportionately affected by this policy and what mitigations may be required to ensure the Trust's compliance with its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school and Trust will review its policies to tackle them.

Appendix 1: St George's CVA School Rules and Behaviour Principles and SRSCMAT Written Statement of Behaviour Principles

The school and Trust's behaviour principles have their foundations in the teachings of Jesus Christ and the Trust's core mission of growing in faith and serving with love. To that end every school is committed to a culture of celebrating behaviours that foster respect, kindness, community and achieving our full potential. Where behaviours fall below expectation a proportionate and empathetic graduated response will be implemented which encourages an individual to reflect on their actions and the impact those actions have had on others.

Our school rules and approach to managing behaviour includes:

St George's Mission Statement

Our Mission Statement is to 'Grow in faith and have faith in growing.' We aim to help our pupils to grow:

· Spiritually
· Socially
· Academically
· Personally

The Purpose of the Behaviour Policy

The behaviour policy provides a framework for the creation of a happy, safe and secure environment in which children can learn and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

Good behaviour in schools is central to a good education. The purpose of this policy is to enable staff to manage behaviour well so they can provide calm, safe and supportive environments in which children and young people want to attend and where they can learn and thrive.

Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally. At St. George's, we create an environment in which behaviour is good and pupils can learn and feel safe. We know that where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of school staff.

Our Aims

We work hard to ensure that our community code is a lived reality for all members of our learning community. We aim to instil and experience the follow values within our Academy at all times:

· Kindness
· Acceptance
· Perseverance
· Faith
· Respect
· Service

Our aims for behaviour are that all children will:

· Live out the Gospel message: 'Treat others as you would have them treat you'.
· Reflect the principles and aims as outlined in our school Mission Statement.
· Be tolerant and understanding with consideration for the rights, views and property of others.
· Be able to take responsibility for their behaviour and know the consequences of both positive and negative actions.

Our Roles and Responsibilities

At St. George's, we believe that because staff, pupils and parents/carers value good social behaviour:-

Children should...

- Learn what good behaviour means and make good choices as a result
- Always try their best
- Learn to care for one another
- Develop self confidence
- Co-operate fully in the life of the school Senior Leadership should:
- Have high expectations of pupils' behaviour which are commonly understood by staff and pupils and applied consistently to help create a calm and safe environment.
- Be highly visible and consistently supportive of all staff in managing pupil behaviour.
- Allow time for CPD in behaviour management in staff meetings, INSETs and/or masterclasses in addition to weekly updates in briefings
- Ensure that the induction process for all new staff includes CPD in behaviour
- Monitor behaviour across the school, addressing any phases where there are anomalies and offering support where it is required
- Celebrate positive behaviour through weekly Achievement Assemblies and Termly Behaviour Assemblies

Teachers should...

- Teach effectively with full co-operation from all pupils
- Meet the needs of all pupils
- Make positive contacts with parents/carers
- Develop personally and professionally Parents/Carers should...
- Support their child in adhering to the school's positive behaviour plans
- Feel confident that their children are growing spiritually, personally, socially and academically
- Know that their children will receive support when they need it
- Feel welcome in school to discuss their children's progress in a positive atmosphere Everybody is expected to:
- Be responsible for their own behaviour
- Respect the rights of others

To achieve these aims, we have developed a whole school Behaviour Policy, which gives every child guidance in making good decisions about his or her behaviour. The plan outlines our school and classroom rules, positive rewards and consequences for appropriate and inappropriate behaviour.

Proactive strategies for encouraging good behaviour

We strive to create an environment where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils are taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. This support is quickly identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.
Here are some of the key strategies that we use to promote positive behaviours:

1. Meet and Greet outside the room and on the school gate
   a. Be positive and upbeat when meeting pupils
   b. Praise positive behaviour
   c. Deal with low level behaviour immediately and prevent it from entering the room
   d. Teachers or Teaching assistants supervise pupils in corridors and cloakroom at transition times

2. Starter Activity
   a. Get the pupils active – children 'check-in' on their emotions chart immediately, so that we can identify any possible issues and use proactive strategies to help
   b. Reduce teacher talk and set a short burst activity at the start of the day/start of the lesson which are: Quick, Do-able, Open-ended, Simple/Competitive

3. Rules, expectations and routines
   a. Model and reinforce the positive behaviour you expect from pupils

b. Have high expectations from the beginning and do not give up in reinforcing your expectations.
c. Make rules and routines as specific as possible
d. There should be clear guidelines for 'hot spot' parts of the lesson e.g. giving out equipment, entering the room, moving round the room, noise levels.

4. **Seating Plan**
a. Split the pupils up and sit them next to someone who will not inhibit their learning.
b. Ensure that there is a clear plan for your class in assembly, with children requiring more support with behaviour, sitting closest to either the Class Teacher or Teaching Assistant.
c. Always sit next to your class in assembly and reinforce the good behaviour, whilst being proactive towards unwanted behaviours.

5. **Make lessons interesting**
a. Make lessons fun and appropriate for all learner
b. Where possible provide active and more practical work to engage challenging pupils
c. Keep lessons regular so that children know what to expect: feedback, retrieval etc
d. Minimise the fear of failure
e. Pace, variety and challenge
f. Ensure and regularly assess the learning that is taking place.
g. Create a stimulating learning environment
h. Building in competition can often instill motivation and engagement.

6. **Praise and reward**

a. Be proactive in catching them being good

b. Avoid being reactive and then criticising inappropriate behaviour

c. Make praise specific and descriptive

d. Use school rewards to reinforce good performance

7. **Consequences**

a. Use a hierarchy of sanctions to enable you to intervene quickly when inappropriate behaviour arrives (see 'Eliminating undesirable behaviour')

b. Only threaten consequences you are able to carry out and enforce

8. **Relationships with parents**

a. Positive phone calls home

b. Positive emails home

c. Involvement of parents in extra-curricular activities

d.   Involvement of pupils in social events for the community

e.   Invitation into school for parents to see pupil's work/progress

9.   Be positive

a.   A young person's attitude often reflects the attitude of the adult.

b.   Our staff aim to give more rewards than sanctions.

Eliminating undesirable behaviour

When pupils do misbehave, we respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. We use a range of approaches to do this, including sanctions and pastoral approaches.

For a child who chooses to break a rule, there are a number of consequences and the ones used depend on the seriousness of the unwanted behaviour and its persistence. They are:-

- Ignore the bad and praise the good.
- Remind of the rule and warn, once only.
- If the undesirable behaviour continues, the child will then go onto the amber traffic light system. This is recorded onto our online behaviour tracking system (CPOMS)
- If a child should reach 3 Amber traffic lights in a week, it then becomes a 'red' offence. This must be reported to the appropriate Phase Leader and logged by the Class teacher on the behaviour tracking system. Parents will be notified by a phone call or if possible, a face to face conversation at home-time, by the Class Teacher. All contact with parents should be recorded on a communications slip and put into the Behaviour file in the Head's office.

Some actions are more serious and will require a 'Straight Red'. These will include;

- Refusing to follow instructions
- Swearing
- Spitting (including coughing or sneezing at someone deliberately)
- Fighting using fists or feet
- Bullying
- Impolite reference to any of the protected characteristics (i.e. race, sex, age, sexual orientation, religion/belief, gender reassignment, disability, pregnancy/maternity leave, marriage/civil partnership)

If a straight red occurs, the Phase Leader will be informed of the incident and it will be logged on CPOMs by the class teacher and relevant members of staff tagged (always DSL

and DDSL). Parents will be notified by a phone call or if possible, a face to face conversation at home-time, by the class teacher. All contact with parents should be recorded on CPOMs.

There will be a thorough investigation of every serious incident resulting in a 'Straight Red', through discussion with all pupils involved and use of eyewitness accounts which are to be recorded on CPOMs, where necessary. This will often be done during reflection time at lunchtimes or possibly breaktimes in the 'Learning Support Unit.'

As part of the work of the Pastoral Team, CPOMs will be monitored on regularly to identify those children who are struggling to behave appropriately.

Should a second phonecall home be required for a pupil in the same term, an appointment will be arranged for the parent to come in and discuss ways in which home and school can work together to promote future positive behaviour.

If a further phonecall home proves necessary, a meeting will then be held with the parent, the Headteacher and the Inclusion team.

<u>Rewards</u>

To encourage children to follow our rules, we recognise appropriate behaviour in the following ways:-

- Praise, which is maximised by using the child's name and describing their accomplishments.
- House points awarded electronically via pupilrewardpoints.co.uk. Pupils may then save and spend these points on a variety of items or privileges.
- Weekly awards in Achievement assembly linking directly to our Community Code.
- Golden Time, which lasts for 15 minutes and is intended for all children who have remained on green. 5 minutes is lost for being on an amber traffic light and 5 minutes is lost for being on a red traffic light.
- House point by the SLT to individual children for exemplary behaviour or work.
- Termly certificates for good behaviour for these children who have remained on Green all term, with no more than 3 ambers.
- All Upper Junior children will be encouraged to take on responsibilities e.g. House Captains, Chaplaincy Team, School Parliament, ECO team, Librarians, Office helpers, dinner helpers, Anti-Stigma Ambassadors.

School Rules

Our school rules apply to all children in the school. They apply throughout the school day regardless of the activity. They are as follows:

· Treat other people how you would like to be treated.
· Keep your hands, feet and objects to yourself.
· Always do as you are told straight away.
· Play your part in keeping our school clean and tidy.
· If you have nothing nice to say – say nothing at all.
· Respect other people and their property.
· Walk around school quietly, on the left and in single file.

Class Rules

Teachers should set their own positive class rules with their class. These should be agreed with the class following discussion at the beginning of each academic year. Class rules should then be displayed clearly in the classroom, and signed by all pupils and adults working within each classroom, so that everyone knows and applies these rules consistently alongside the school rules. Class rules may 'evolve' over the course of the school year and particular areas of focus are identified. This process forms an integral starting point for our PSHE.

Dining Hall Rules

· Eat your dinner using cutlery.
· Use a quiet voice in the dining hall.
· Sit down in your place to eat, with four chair legs on the floor.
· Leave your place and the space around you clean and tidy.
· Eat carefully with good table manners.
· Walk in and out of the hall sensibly.

Lunchtime behaviour

We have an experienced team of lunch time supervisors, who are there to support our behaviour expectations and school rules. If a child's behaviour is deemed as 'Red', this matter is referred to the class teacher by the lunchtime supervisor and is also logged on CPOMs and 'Pupil Reward Points' by the member of staff who issued the Red. This matter is then referred to the 'Learning Support Unit' for investigation through pupil interview and account writing.

Nurture groups

For children who find it consistently difficult to integrate positively at lunchtimes, the class teacher may request that they join a lunchtime 'Nurture group' run by our Pastoral Team, including our 'Drop In Den' which supports children who are struggling mentally for a range of reasons, in order to develop their social skills further. This is done with the intention of equipping them with the necessary social skills for them to play positively with other children at lunchtimes in the future.

Lunchtime exclusion

Rarely, there may occasion to exclude a child for a fixed period of lunchtimes as necessary because their behaviour consistently puts other children or adults at risk. On these occasions, the child's parents/carers will be informed with 48 hours notice. They would then be required to collect the child and make alternate lunchtime arrangements at lunchtimes for the term of the exclusion. The child should then be returned to school in time to begin the afternoon sessions.

The 'Learning Support Unit' (LSU)

Should a member of staff require that a child be referred to the 'Learning Support Unit', the appropriate Phase Leader must be consulted and upon agreement, the Phase Leader should enter the child's name, reason for visit to LSU and the time period to be spent there in the 'Sanctions' section of our behaviour tracker. Parents will then be notified by a phone call or if possible, a face to face conversation at home-time, by the Class Teacher. All contact with parents should be recorded on a communications slip and put into the Behaviour File.

Online Behaviour Tracker

All rewards and sanctions are logged by the class teacher onto our online behaviour tracker – www.pupilrewardpoints.co.uk. Pupils have their own log-ins so that they can manage their own pages, see their rewards and claim new ones. Parents are also offered a separate log in and are able to see both their child/rens rewards and sanctions. Staff should work hard to ensure that these are kept up to date.

Exit strategies

In class, if a child causes a disturbance that threatens the safety and well being of others, the class teacher should ask a Teaching Assistant to escort that child to the appropriate Phase Leader's classroom for 'time out'. If the child refuses to leave, the class teacher should escort their class out of the classroom and send for a member of the Senior Management Team. The child will then be escorted to the 'Learning Support Unit' using 'Positive Handling' techniques.

Agreed organisational arrangements (to prevent or minimise behaviour problems in school)

· Before school, children will proceed to the playground where the teachers and teaching assistants on duty supervise from 8.30am.

· On the Key Stage 1 playground, the whistle should be blown at 8.43am. When the whistle is blown, the children are to line up and wait for either a teacher or teaching assistant to lead them into school. Children should walk into school in quietly, in single file. Teachers and Teaching Assistants must help to ensure that children are quiet and walk into school in single file.

· 'Wake and Shake' begins at 8.35am on the KS2 playground. When the whistle is blown, children on the Key Stage 2 playground are to silently walk into their lines for 'Wake and Shake'. After this, pupils are led in Morning Prayer by the teacher on duty. After this, they must wait for their class number to be called. When their class number is called, they should walk into school in silence, in single file.

· Teachers will greet their classes at their classroom doors and teaching assistants will wait in the corridors to greet the children and monitor behaviour.

· At assembly times, children are to proceed from their classroom to the hall silently, in single file, with the teacher leading the line and the Teaching Assistant monitoring the back of the line.

· Children should come into the hall in boy/girl lines, with the more challenging children positioned so that they will be sitting close to the teacher or teaching assistant.

· Children should be led into the hall and positioned in lines before being told to sit. The children must sit silently with legs crossed and arms folded. There should be an aisle down the middle of the hall and each class should be sat together on one side of the aisle.

· The Class Teacher and Teaching Assistant is responsible for the behaviour of the children in their class during assembly and must intervene should there be any disruptions e.g. talking, whispering, shouting out, fidgeting, inappropriate sitting, kneeling up etc.

· Children are encouraged to applaud each others' efforts in assembly, but excessive cheering or shouting must be actively stopped.

· At lunchtimes, children will enter and exit the dining hall in an orderly manner. They will wait in line to be seated, quietly, in single file.

· At the end of the day in Key Stage 1, staff are to lead children from their classroom to infant playground.

· One member of staff should be at the front of the line, with another member of staff closely supervising the back of the line.

· All children should have their coats on and their things in their book bags. Do not allow children to leave the classroom until all letters and books etc are in their bookbags.

· Key Stage 1 children must wait in their designated class areas with their class teacher until an adult arrives to collect them from the teacher.

· In Key Stage 2, the children are to be led out to the Infant playground by their class teacher, with the Teaching Assistant bringing up the rear of the line. They must indicate to the class teacher when they can see the person who is collecting them. Any children who have not been collected by 3.25pm must be taken to wait in the reception area.

Working with Individual children

Measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for peoples who may have additional needs as some children may initially prove unable to work within the remit of the Behaviour Policy designed for the general needs of the school.

In these circumstances, Staff will ensure that medical factors are checked, learning difficulties addressed and mental health issues supported. Parents/carers will also be consulted regarding changes in home circumstances which could affect behaviour. Detailed observations of the child's behaviour will be conducted using a variety of methods and often with involvement of the Pastoral Team and if necessary, outside agencies.

From the information gathered, the teacher (with the support of the Pastoral Team) will set a positive target and clearly define to the child what it is that they wish them to do. These targets will be consistent with the overall aims of our positive behaviour policy.

Depending on the age and understanding of the child, the teacher may choose to use incentives for good behaviour which are created specifically for that child. This is often sufficient reward in itself.

The teacher will also use contracts, specifically between him/herself and the child, to formalise agreements about what specific behaviour is expected of the child, and what the teacher will do to help the child achieve this behaviour.

Both charts and contracts will be backed up with an agreed list of rewards (see 'Rewards').

Child-On-Child Abuse

Where a child is abusing another child (any type of abuse), this will be brought to the immediate attention of the DSL or DDSL. It will be logged on CPOMS and our behaviour policy will be followed as described previously (e.g. parents contacted and a meeting requested). In some more serious cases, the decision may be made to inform Social Services or the Police.

In order to monitor any child-on-child abuse in school, alongside our logging of incidents, we also do a termly Pupil Voice activity in all classes, to ascertain whether there is any language used on the playgrounds which children find hurtful, harmful or offensive as this can indicate, at an early stage, that there are possible issues and allows early intervention.

In terms of prevention, St George's CVA have invested in two excellent resources, both of which are used across the school in our PHSE sessions, which promote healthy relationships:

· Ten Ten's – Life to the Full has been used in school since 2018 and allows the opportunity for reflection and open discussion around a range of issues that young people face with an emphasis around being a good person.

· One Decision is a program which promotes open discussion and debate and presents children with real-life scenarios in video format where they have to make the decision about what the child should do in a given situation. It is interactive and engaging and often and deals with difficult subjects. This has proved to be ab excellent learning tool for our children.

As a Trust the principles upon which this policy has been developed are that:

o   Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
o   All pupils, staff and visitors are free from any form of discrimination.

- Staff and volunteers set an excellent example to pupils at all times, modelling the behaviours we all want to see in others.
- Rewards, sanctions. and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The Suspensions and Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- Pupils are helped to take responsibility for their actions in a restorative way.
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life.
- The Trust Board and LGB affirm that violence or threatening behaviour will not be tolerated in any circumstances.