



**St Ralph
Sherwin**
Catholic Multi Academy Trust

Behaviour Policy (including anti-bullying policy statement)

Version 1
March 2024



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



Document Provenance

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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.
- In class rewards – (e.g. stickers, table points, etc)
- Being sent to another member of staff to show good work
- Positive postcards/letters home.
- Pupil reward points - which will allow children to exchange their points for a range of rewards, based on the number of points they've accumulated.
- Weekly house point shout outs.
- House Team reward time (termly) – Through monitoring of Pupil Reward Points
- Headteacher, teacher, pupil awards, focusing on our gospel values and the Bishop's weekly theme.
- Contact home by staff text, phone, e-mail and/or letter.
- Recognition & celebration events.
- Nominations for St John Fisher Trophies (end of each year)/ certificates for other children to celebrate strengths

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.
 - Remind children of the expectations at regular intervals and reward those who are excelling.
 - Revisit the school rules at the start of each term, with extra emphasis at the beginning of the school year.
 - 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: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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 bully (bullies) will be asked to genuinely apologise, if the victim(s) consents.
 - The pupil will be placed on a behaviour plan.
 - Coaching or mentoring.
- 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. Those subject to bullying 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 a 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 they 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 proper use of restraint.
 - The needs of the pupils at the school
 - How SEND and mental health needs can impact behaviour.
 - 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 John Fisher 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.

As a school our school rules and approach to managing behaviour includes:

Our Mission and Values

Guided by Jesus' love and example, we use our gifts to grow, pray and learn as a community; united in faith.

For I know the plans I have for you; plans to give you hope and a future. Jeremiah 29:11

At St John Fisher, we recognise that for children to achieve their full potential, our Mission Statement, the Gospel values, and the teaching of the Catholic Church need to be modelled and defined consistently by all staff, so the children understand how they relate to their own lives at school, home and in the community.

The Gospel Values are: Love, Forgiveness, Compassion, Hope, Gratitude, Service and Justice.

Whole School Rules

At St John Fisher we have made a conscious effort to streamline our expectations for children. We continue to have the highest of expectations for their behaviour, having three key rules is backed by wider research, allowing children to easily remember these rules and for them to be consistently applied. At St John Fisher children are expected to:

- *Be ready*
- *Be respectful*
- *Be safe*
- *Be resilient*

These rules are inspired by the Beatitudes, the Commandments, and the gifts of the Holy Spirit. We also expect children to complete any instructions **first time, every time**. This mantra will be shared by all staff. Children will be explicitly taught the mantra and school rules and have them modelled to them. This will be delivered and taught through our behaviour curriculum. They will be consistently reminded of these and children who do not conform will understand the negative consequences of their actions.

In the first week of every school year, we will explicitly teach, model and practise the school rules, mantra and routines to all children so that they all understand them clearly. They will be



continually referred to and reinforced and the children will be reminded of these by all staff at all times.

Rewards

Children should not be rewarded for doing what is expected of them each and every day. Instead, children will be praised and given positive consequences for going above and beyond what is expected of them. Children will receive a range of positives, some of which are listed below:

- Positive praise and feedback
- In class rewards – (e.g. stickers, table points, etc)
- Pupil Reward Points – which will allow children to exchange their points for a range of rewards, based on the number of points they've accumulated.
- Weekly house point shout outs.
- Being sent to another member of staff to show good work
- Star of the Day – option in class.
- House Team reward time (termly) – Through monitoring of Pupil Reward Points
- Headteacher, teacher, pupil awards, focusing on our gospel values and the Bishop's weekly theme.
- Messages home to parents.
- Special responsibilities/privileges such as:
- Chaplains, House captains, ECO Warriors, Anti-Bullying Ambassadors, I-Vengers, Pupil councillors, Prayer Partners, Mini-Sports Leaders
- Nominations for St John Fisher Trophies (end of each year) / certificates for other children to celebrate strengths
- Other successes for extracurricular activities such as swimming, gym, dance, sports, etc are also celebrated in Fridays' Gather and Celebrate

Consequences

All staff employ a consistent approach to consequences. This is to ensure good mental health and well-being and a safe and calm learning environment for all. Every negative consequence will be based on the level of risk to the child and/or others. Consequences will seek to restore and repair relationships and support the child in demonstrating consistently good behaviour. When dealing with behaviour incidents staff will refer to the Zones of Emotional Regulation and explain to the children why the behaviour is unacceptable, which school rule they are breaking and how they can improve.

Children will be expected to reflect on their behaviour and asked to focus on the consequences of their actions, how it made the other person/people feel and that there will need to be a discussion with the other child/person in order to seek forgiveness and bring about reconciliation.

Tiered consequences enable all to remind children of the high expectations we have of behaviour and give children the opportunity to take responsibility for the choices they make and move forward.



For many children the *Reminder* and *warning* (verbal) is enough to encourage them to do this. However, at times, when children may be exhibiting a range of disruptive or difficult behaviours it may be necessary to give additional warnings and sanctions. Adults in school are proactive and will always aim to limit situations where children lose focus or engage in disruptive behaviour.

Before a verbal warning is given, staff will use non-verbal cues such as eye contact, body language, hand signals or general reminders about expectations to the whole class. If a child continues to exhibit disruptive or difficult Behaviour , adults will respond calmly following the scripted intervention set out below.	
	Explanation and Feedback
Reminder	A verbal reminder of the rules Example: "I notice that you are shouting out and not following our school rules. Please raise your hand and wait to be chosen, as this is being respectful. Thank you."
1 st Warning (logged on CPOMS)	Explain that you have spoken to the child about breaking the rules and that they are now receiving a specific warning in relation to this behaviour – there will be a consequence if the behaviour does not change. Example: "Looking at our school rules, why do you think we are having this
2 nd Warning (logged on CPOMS)	This means they must speak to you for five minutes at break-time and reflect on their behaviour. Warn that if they chose to break the rules again they will receive a Final Warning and lose time at lunchtime.
Final (3 rd) Warning (logged on CPOMS)	Loss of lunchtime. "You will now spend part of your lunchtime thinking about and reflecting on the choices you have made and how these have impacted on others."
	If a child receives their final warning 3 times in a half term, the class teacher will hold a meeting with parents/carers to discuss their behaviour.
	If a child receives their final warning again within the half term, a meeting will be held with parents/carers and a member of SLT to discuss how we can move forward to supporting them in making better choices. Further sanctions may be applied at this point including (but restricted to) a period of internal exclusion or a suspension.

Removal from classrooms (Internal Isolation)

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.



Removal is a **serious consequence** and will only be used in response to serious misbehaviour or dysregulation. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal, some examples include:

- Repeatedly not following instructions
- Intentionally hurting another child
- Persistently arguing with adults
- Persistent disruption in lessons
- Damaging school equipment
- Repeatedly swearing or using offensive language
- Discriminatory behaviours
- Bullying of any type

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Pupils will be removed and taken to the phase leader/ member of SLT.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so, this may not be on the same day. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is being or has been removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, this could result in behavioural support from the LA, Social Care involvement, suspensions and exploring other educational settings.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on CPOMs.

The Headteacher will ensure that the reporting of these incidents is sent to the LA, CMAT and DfE when required.

Internal Escalation

As a school we know that there will be occasions of challenging behaviour. With this in mind, we need a clear escalation policy so that children understand that this behaviour will not be tolerated by all staff. Many behaviours will not need to reach the school's Leadership Team (SLT) and ultimately the headteacher. There will, however, be some displays and acts of



behaviour which will need to be brought to SLT attention, some of which will need to bypass certain steps in this policy, for example intentionally hurting others, or endangering others.

Staff are expected to deal with behaviour incidents first and foremost, once this has been tried and no longer works or repetition of the same behaviours, the Phase Leader is the next person to be involved. If this persists, the Pastoral Lead will be the next person in the escalation process. If the behaviour continues after the Pastoral Lead involvement, the Deputy Head followed ultimately by the Headteacher. It is important for the children that this process is followed, so the person addressing the behaviour is the most appropriate person and the escalation process is evident to the children.

The escalation process can be followed as:

1. All Staff
2. Phase Lead
3. Pastoral Lead
4. DHT
5. Headteacher

Restorative Conversations

Once a child has reached a second 2nd or final warning, the conversation which follows should take place to amend and restore the situation. Feedback from staff members should provide specific pathways to reconciliation and forgiveness by addressing and understanding concerns and coming to an agreement about setting things right.

A restorative response can be conducted verbally. Restorative feedback involves asking the following questions, which will be at Lunchtime for 3rd warnings:

- What happened/which school rule was broken?
- What were you thinking/feeling at the time?
- What do you think and how do you feel now?
- Who has been affected by this behaviour?
- What is needed to put things right?
- How can we make sure that this doesn't happen again?

Inclusion

We are all responsible for our actions and we will help all children learn to make the right choices, understanding the effect of their actions on others. Where it is the case that a child is finding it difficult to respect the rights of others, or where a child's behaviour has been identified as a barrier to their own or other learning, then school and parents will work swiftly together to plan a way forward:

A behaviour plan will be implemented which will identify short term, measurable targets linked to improved behaviour, and strategies that will be used at school (and maybe at home) to support these positive changes.

Progress towards these targets will be closely monitored.



Class teachers will liaise with the SLT for advice on strategies and to discuss progress.

The school will work with other professionals such as Behaviour Support and Educational Psychologists to gain the best advice and support for children, school staff and families.

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENCo will evaluate 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.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Staff will not explain or justify to parents or other children about the needs of others, or their approaches to managing certain behaviours.

Online misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be proportionate, considered, supportive and decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Please refer to our child protection and safeguarding policy for more information.

Suspension and exclusions

In-keeping with our Catholic ethos and Mission Statement, we aim to teach every child right from wrong through positive messages and recognition of the unique value of each child. Normally, where parents work in partnership with us, we achieve this.



In extreme circumstances, other alternatives may be looked into to support a child with their behaviour before suspension or exclusion from school including a reduction in timetable and alternative provision off site.

As a very last resort, if a child, despite support and intervention strategies, poses a risk to him/herself and to others, a fixed term suspension or permanent exclusion will be considered by the Headteacher. Headteachers can only exclude a pupil for a disciplinary reason (e.g. because their behaviour violates the school's behaviour policy).

Suspensions can be for a set period of time, i.e. 2 days, or for set times of the day, i.e. if the behaviour at lunchtime is of serious concern then they may be suspended from the school premises during these times. Following a suspension pupils and parents will be invited into school for a reintegration meeting with the headteacher and SLT. In all cases of suspensions and exclusions, they must be: rational; reasonable; fair and proportionate.

Further detail can be found in the school's Suspension and Exclusion Policy.

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

- 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.
- 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.