

St Vincent de Paul Catholic Primary School

Behaviour Policy



Policy Date:	September 2025
Policy Status:	Statutory
Policy Review Cycle:	Annual
Next Review Date:	September 2026

In this policy you will find details of:

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- Aims for behaviour in our school
- Legislation, statutory requirements and statutory guidance
- Definitions
- Bullying
- Roles and responsibilities, including:
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 - Expectations of Senior Leaders
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 - Expectations of Parents and Carers
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Purpose

The purpose of this policy is to guide staff, pupils and parents/carers on our restorative approach to behaviour management. This will allow the pupils at St. Vincent de Paul Catholic Primary School to enjoy a calm, nurturing and caring environment, which will support every child both emotionally and educationally in attaining the best possible chances for success.

St. Vincent de Paul is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. This behaviour policy guides staff in teaching the children self-discipline. It echoes the core values of our school with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency and clear, calm adult behaviour underpins this.

Aims

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships, recognising these as lifelong skills.
- To sustain a culture of exceptionally good behaviour: for learning, for community, for life.
- To maintain a safe, respectful, equitable and happy school where learning opportunities are maximised.
- To ensure that excellent behaviour is a minimum expectation.
- To ensure all learners are treated fairly and with respect.
- To focus attention and importance on behaviours and not on labelling the child.
- To support learners in taking ownership of their behaviour and responsibility for any subsequent consequences.
- To provide staff with tools that equip children with the strategies to manage their behaviour and build positive relationships with others.

Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items as listed in the searching, screening and confiscation guidance and advice for schools 2022 (which includes 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))

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

- Emotional bullying - being unfriendly, excluding, tormenting
- Physical bullying - hitting, kicking, pushing, taking another's belongings, any use of violence
- Prejudice-based and discriminatory bullying, including 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)
- Direct or indirect verbal bullying - regular name-calling, sarcasm, spreading rumours, teasing
- Cyber-bullying - bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

How to address any bullying concerns

Please refer to the school's anti-bullying policy, which is available on the school website.

Child-on-child abuse

Child-on-child abuse is abuse that happens between children, regardless of the age, stage of development or any age gap between them. It can happen between any number of children and can affect any age group. It can be harmful to children who display it, as well as to those who experience it.

Children can experience child-on-child abuse in a wide range of settings, including:

- at school
- at home or in someone else's home

- in public spaces
- online

We recognise that child-on-child abuse happens and are vigilant for it. We challenge all inappropriate language and behaviours and follow up on concerns raised from online activities out of school, which have an impact on pupils in school.

We treat all children involved as victims and involve parents in all discussions. We complete risk assessments and seek support from external agencies such as the Local Authority and, where appropriate, the police. We discuss this issue in a sensitive manner through our PSHE and RSHE curriculum work.

Sometimes child-on-child abuse can take the form of sexual discrimination. Sexual discrimination, including sexual harassment, gender-based bullying and sexual violence is completely unacceptable behaviour. Sexual harassment is likely to violate a child's dignity, and make them feel intimidated, degraded or humiliated and create a hostile, offensive or sexualised environment.

Types of conduct that are prohibited and may constitute sexual harassment under this policy include, but are not limited to:

- Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes or appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviours, such as deliberately brushing against someone, interfering with someone's clothes (we will consider whether any of this crosses the line into sexual violence);
- Displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone or part of a wider pattern of sexual harassment and/or sexual violence.

Pupils who do these things are likely to receive a suspension depending on the nature of the incident. Very serious incidences may result in permanent exclusion.

Roles and Responsibilities

Expectations of the Governing Board

The Governing Body at St. Vincent de Paul Catholic Primary School is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

Expectations of Senior Leaders

Senior leaders stand alongside colleagues to support, guide, model and show a united consistency to the learners.

Senior leaders will:

- Take time to welcome children and family members at the start and end of every day
- Be a visible presence around the site and especially at transition times
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations

- Regularly share good practice
- Support staff in managing learners with more complex or entrenched negative behaviours
- Encourage use of 'relentless routines', positive notes, and positive phone calls home
- Make sure that all 'restorative conversations' are completed as well as the set steps of resolution for any behavioural situation, both positive and negative
- Use behaviour data (recorded from KiVa) to target and assess school-wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Ensure staff training needs, both individual and corporate, are identified and targeted

Expectations of Staff

We expect every adult to:

1. Meet and greet every child every morning in their classroom, promoting high expectations from the outset.
2. Persistently use our core rule-language of 'Ready, Respectful, and Kind' to spread the consistent and accurate message of the expectations across the whole school.
3. Build professional relationships with all children, modelling and celebrating positive behaviour along the way.
4. Plan (or contribute to the planning of) lessons that engage, challenge and focus on, the diverse needs of learners.
5. Use a visible recognition system throughout each lesson that motivates pupils (bead jars, Dojo system, recognition boards).
6. Remain calm and give 'take up time' when progressing through the steps of managing and modifying behaviour. We aim to be preventative as much as we can but in the event of needing to sanction a child, the careful steps that can be found at the end of this policy must be followed.
7. Engage the use of 'talk' following every situation so that individual ownership is retained and reflective dialogue takes place between learners.

Expectations of Parents and Carers

Parents and carers, where possible, 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
- 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 meetings of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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 tackle behavioural issues.

Expectations of Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school

- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- Any pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture, in particular, being 'ready, respectful and kind'. 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.

School Behaviour Curriculum

St. Vincent de Paul Catholic Primary School Vision

*Inspiring the children of St. Vincent de Paul to:
'Be happy, love learning, pursue endless possibilities!'*

We encourage our school family to live out our daily mission of **'Serving with love, Striving for Excellence'** through expression of our core Gospel values:

Love
Hope
Wisdom
Respect
Fairness
Courage
Fellowship
Service

These important values form who we are and great emphasis is placed on developing these areas throughout each year. The full details of our Gospel values can be found in our extended mission statement.

We also hold the core **rules** of being:

Ready
Respectful
Kind

In addition, we wish to give recognition to pupils who always show consistently good behaviour, setting an example for others, and for those who go 'over and above' the expectation. 'Over and above' behaviours include exemplifying our school values, impacting the wider St. Vincent de Paul community and showing St. Vincent de Paul's initiative.

At St. Vincent de Paul, we have high expectations and aspirations for ALL pupils. This is recognised through weekly certificates at assembly, positive reinforcement strategies, recognition boards in classrooms and the 'golden' recognition board outside the Headteacher's office, and end of term 'Golden Assemblies'.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'

Paul Dix

Mobile Phones

Some parents/carers of Y6 pupils ask whether their child can have a mobile phone (for example, to let parents/carers know when they get home safe). Mobile phones will be passed to a senior leader or the class teacher as soon as the child arrives at school for the day and collected before going home. No pupil is allowed to have a mobile phone on their person throughout the day.

Responding to Behaviour

Safeguarding

Our 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.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information, which can be found on our school website.

Positive Strategies

The following positive strategies are used consistently by ALL adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

Paul Dix

Teachers create a welcoming environment by greeting pupils every morning through a formal meet and greet. This may be a simple 'Good morning' to provide a consistent check in and for every child.

All adults look for children who exemplify the school's values and go 'over and above'. The ways in which children are recognised for this are:

Dojo Reward System – we use the Dojo reward system in each class from Reception to Year 6.

This system is a structured, interactive approach, based firmly on the principles of capturing, rewarding and sharing the most individually important learning and positive engagement moments in school. Each class has a ClassDojo poster to explain and provide examples of the expected and/or exceptional behaviours that the different dojos reward.

Dojo rewards are delivered on-screen via the class teacher's interactive app. (GDPR protected).

They are awarded for pupils being ready, respectful, kind, and for achievement.

This system provides immediate, visual and cumulative feedback for pupils, whether being taught in-class or remotely. One-tap acknowledgement allows pupils' efforts to be celebrated in the moment

and for the progress pupils are making towards their learning goals/plans or EHCP outcomes to be recorded and celebrated.

Bead Jars – Each class has one empty glass jar as well as a tub of wooden beads. The children should work collectively as a class to earn as many beads to pop into their class jar as possible. The class teacher sets a reward appropriate for their class which the children receive once the glass jar is filled. This may take some classes longer than others but they focus on their class achievements and recognition. BEADS ARE NEVER TAKEN OUT OF THE JAR. Once earned, they stay within the class jar.

EYFS have adapted bead jars to visually define the smaller steps that can reap more frequent rewards for our younger children.

Beads are rewarded to children for positive behaviour that is displayed by the whole class (or the majority). Examples include for: lining up, tidying up, singing collectively, behaviour in assemblies, walking around school, uniform presentation, P.E. kit presentation, learning attitudes, external feedback.

This whole class reward system promotes positive team work, motivating the children to display positive behaviours and to work alongside each other towards a collaborative goal. Senior leaders also reward beads to classes who are displaying the behaviours listed above.

Recognition Boards – Each class has a recognition board that is used to celebrate those children who show consistent positive behaviour. It is also used to celebrate someone who has gone ‘over and above’ for a particular reason. Their photo is displayed pride of place on the recognition board for all to see.

Hot Chocolate Fridays – Children consistently going ‘over and above’ are invited to have hot chocolate with the Headteacher every Friday afternoon. There may be some weeks that no child in the class is chosen.

Positive Notes Home/Positive Postcards Home from the Headteacher – Positive notes home are also a high-level form of recognition for children. They are given to any child by any adult in school. There is no set amount of how many are given each week. Staff also post positive notes home via our online Seesaw platform.

‘The positive note enables you to mark the moment with a child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.’

Paul Dix

Phone Calls Home – A member of staff or senior leader can make phone calls home to parent(s)/carer(s) to celebrate their child’s success. Again, this is for children who always serve with love and strive for excellence.

Weekly Assembly Certificates (Celebration Worship) – Weekly assemblies through Celebration Worship take place on a Friday morning for children and staff to gather together as a whole school in order to celebrate each other’s learning and individual achievements that week. Two children are selected by the class teacher for a ‘Living the Mission’ award and one child for a ‘Reading’ award; teachers explain their reasons before announcing their chosen award winner. Hot Chocolate Friday nominations are announced during assembly as well, in preparation for their hot chocolate and biscuits that afternoon. The children are all seated pride of place on ‘the best seats in the house’ for the duration of the assembly.

Golden Assemblies – Golden assemblies are held at the end of each term to celebrate each term’s greatest achievements; once again two children from each class are awarded ‘Living the Mission’

awards. Additional achievements are recognised: attendance awards, community awards, sports awards and more. The whole school attends and parent(s)/carer(s) are invited to attend to celebrate as a whole community. It is a most positive way to end each term.

Behaviour Strategies/Support Steps

There is a 'praise in public, reprimand in private' consistent approach to behaviour across the school. Through our positive strategies, behaviour is celebrated in so many ways, both individually and collectively. There is clear understanding and evident practice of using praise as often as we can to promote wanted, positive behaviours. In the instance of unacceptable, negative behaviours, we focus clearly on using the language of choice, reinforcing the understanding that we choose our actions and are responsible for them.

Where children need help to understand the implications of poor choices, we operate a traffic light system. In practice this means that everybody starts a lesson on the green light. When a child makes a poor choice, they will be asked to think about what they are doing and given their first verbal warning. If the poor choice continues the child will receive a second verbal warning. This gives the child an opportunity to moderate their choices. If choices remain poor the next stage is an amber warning, resulting in two minutes missed from their break/lunch time. If poor behaviour continues, a final warning is given. The last step if unacceptable behaviour continues is a red warning, resulting in fifteen minutes of restoration and reflection time.

In certain circumstances a red warning may be issued immediately, for example when if there is violent or abusive behaviour. In extreme circumstances, a child may be subject to a fixed or permanent exclusion.

At all points through this system, to maintain pupils' privacy and dignity, the traffic lights remain on the teacher's desk.

The steps of the traffic light systems are as follows:



1. During any lost break time, whatever length this may be, a restorative conversation is held between the staff member and the child. This consists of discussing the issue and a demonstration of truthful understanding from the child to highlight that they know what they have done.

2. It is important to add that every child is reset to **green** on the traffic light system (if not already on green) at the beginning of each session: for KS1, there are four sessions – pre morning break, post morning break, post lunch and post afternoon break. For KS2, there are three sessions – pre morning break, post morning break and the afternoon session.

The approach is restorative at every step. This is to support the child's understanding of what has happened and ultimately confirm the key message of making the right choices before their behaviour becomes subject to consequences. Restorative conversations must always be conducted before the end of the day so that the situations are spoken about while fresh in the child's mind. The conversation should always end on a positive note (a sample prompt script and example restorative questions can be found in the appendix to this policy). If this needs to happen in the presence of a member of SLT, then that is arranged; the member of staff leads the conversation with the child and the member of SLT offers support. Any behaviour that reached a red light during the day is communicated to SLT and also to the child's parent(s)/carer(s).

Our EYFS staff operate the bead jars as their collective approach to supporting positive behaviour. The traffic-light system is not used for both year groups.

If a child from KS1 is displaying negative behaviour during every session within one day, a phone call home is made by the class member of staff at the end of the day. If a child from KS2 is displaying negative behaviour during every session within one day, the consequence would continue into the next day.

A senior member of staff is notified if a child has shown negative behaviour for the whole day. In consideration of the wider context of the individual child, the senior member of staff assesses and monitors the surrounding circumstances.

If a child has a physical outburst, then a senior member of staff is consulted immediately and an appropriate consequence, decided by the Headteacher, is actioned.

Home communication around negative behaviour is essential when a child has repeatedly displayed unacceptable behaviour throughout the day. NB – in order to ensure safeguarding and wider contextual information is considered and prioritised, no phone call home takes place without communication and clearance from a member of the Safeguarding Team.

Senior leaders are always there to support staff with these processes. However, to ensure that rewards and consequences are delivered consistently and systematically, all staff members have responsibility and accountability for implementing the step by step system.

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

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 (CPOMs)

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.

Confiscation, Searches, Screening

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

Confiscation

Any prohibited items (listed above) found in a pupil's possession as a result of a search will be confiscated. The parent will be notified. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a Pupil

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.

Subject to the exception below, the authorised member of 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.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- 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

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised 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). During this time the pupil will be supervised and kept away from other pupils.

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.

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.

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 scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

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, to try and determine why the pupil is refusing to comply.

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 from causing disorder.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, or desks. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching Pupils' Possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (see above) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (see above), including incidents where no items were found, will be recorded on CPOMs.

Informing Parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Screening

Pupils are not screened upon entering school.

Off-site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. 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 school uniform
- In any other way identifiable as a pupil of our school

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
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online Misbehaviour

The school can issue behaviour sanctions 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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

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.

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
- 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. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - o Manage the incident internally
 - o Refer to early help
 - o Refer to children's social care
 - o Report to the police

Please refer to our child protection and safeguarding policy for more information.

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
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- 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 well-being. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - o Manage the incident internally
 - o Refer to early help
 - o Refer to children's social care
 - o Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious Allegations

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.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil 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.

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.

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Serious Sanctions

Removal from Classrooms

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 sanction and will only be used in response to serious misbehaviour. 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.

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 who have been removed from the classroom are supervised by two senior leaders.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. 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 removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with our Nurture Lead
- Support from teaching assistants
- Short term behaviour charts

- Long term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

Recognising the Impact of SEND on Behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

Children with special educational needs and/or a disability may require slight alterations to their individual learning plans. This must be discussed with our SENCO and SLT. Consequences must not run into the next day for a child with SEND. Reasonable adjustments are made for children with complex needs.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still
- Adjusting seating plans for a range of needs
- Additional training support for staff (e.g ASD, hearing impairment)

Pupils with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the Local Authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the Local Authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting Pupils Following a Sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

Pupil Transition

Inducting Incoming Pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with our school behaviour policy and the wider school culture.

Preparing Outgoing Pupils for Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure that behaviour is continually monitored and the right support is in place, information related to pupil behavioural issues may be transferred to relevant staff at the start of the term or year.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Positive handling
- The needs of the pupils at our school
- How SEND and mental health needs impact behaviour

Monitoring Arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents (Behaviour Related Logs, both weekly class overviews and isolated incidents)
- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this Policy

This behaviour policy will be reviewed by the headteacher and the governing body regularly, in line with changing patterns of behaviour in school.

Links with Other Policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Exclusion and suspension policy
- Positive handling policy
- Mobile phone policy

Closing Statement

For all at St Vincent de Paul Catholic Primary School to work, play and learn in that safe, secure, calm atmosphere, our behaviour policy and expectations must be followed constantly and consistently by all members of school staff. This includes visitors to school, trainee teachers, students and volunteers. It is the responsibility of senior leaders to ensure that all adults fully understand the behaviour policy, in both expectation and practice and implement the processes efficiently and effectively.

Our key vision is to provide an outstanding Christian education, rich in content, accessible and motivating – an education that is intentionally directed to the growth of the whole person, fostering a love for learning, wisdom and truth, integrating faith, culture, and life, and the courage to pursue endless possibilities.

This Behaviour policy and its practice will be reviewed termly.

In line with internal monitoring, any required amendments will be inserted and re-published.

- Appendix 1
- Written Statement of Behaviour Principles
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- Every pupil understands that they have the right to feel safe, valued and respected, and be able to focus upon their school day without disruption as much as is physically possible.
- All pupils, staff and visitors are free from any form of discrimination.
- All staff and visitors set an excellent example to pupils at all times.
- Rewards, sanctions and positive handling (only where absolutely necessary) are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by all pupils and all staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- Pupils are supported every step of the way when reflecting on and restoring behaviours. They are guided through thought processes and reflection in order to learn from choosing the wrong path.
- Families are involved in a close partnership with school to ensure strong communication and support for the best interests of the child.

The Governing Body also emphasises that violence and threatening behaviour will not be tolerated in any circumstances.

Appendix 2

Sample Script Prompts:

- 'I noticed you are...'
- 'You are not showing our school value of...'
- 'You have chosen to...'
- 'Do you remember when you...'

Sample Restorative Questions:

- What happened?
- What were you feeling/thinking at the time?
- How did this make other people feel?
- Who has been affected and how?
- What should we do to put things right?
- If this happened again, how could you do things differently?