



# HRB Character and Behaviour Policy and Behaviour Curriculum

The aim of this policy is to maintain high standards of behaviour in order to enable good learning and to keep all pupils and staff safe. An important part of this is the support we receive from the families who share our values. It will be one way to enable our focus on 'building loving hearts and strong minds' in every member of our community to be realised.

**Head Teacher:** Marie Dyche

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## **The purpose of the behaviour policy – our aims**

At Holy Rosary, our strong Catholic ethos based on the Gospel values and teaching of the Catholic Church is central to our work.

To this end, we have the highest expectations of our pupils and aim to maintain a high standard of behaviour at all times. An important part of this is the support we receive from the families who share our values and ethos.

This policy principally relates to children but it is important to note that the principles set out here relate to positive relationships and behaviour of and for all, including staff and all members of our school community.

This policy has taken on-board the recommendations set out from the [Education Endowment Foundation's study on Improving Behaviour in schools](#).

## **Our Academy Vision**

This policy reflects and supports the aims of our vision, to:

**‘Build loving hearts and strong minds with God and each other.’**

### **A loving heart will:**

- value everyone with dignity and respect;
- seek the happiness of others as well as their own
- recognise and challenge inequalities and unfairness.

### **A strong mind will:**

- do what is right;
- never give up;
- always aim high.

And our school mission, to:

**‘Grow Ambitious and Empowered individuals through an Exceptional Curriculum, Compassionate Support and Catholic Community.’**

## **The Holy Rosary Character Behaviours are:**

Resilience – *Integrity*

- Determined, self-control, persistent, courageous, diligent, perseverance, independence, conscientious

Empathy – *Forgiveness // Justice // Compassion*

- Just/fair, compassionate, forgiving, kind, courteous, selfless, caring

Self-awareness – *Humility*

- Self-confident, self-disciplined, humorous, humble, adaptable

Positivity – *Hope*

- Gratitude, motivated, positive attitude, inspires, willpower, passionate about learning, optimism

Excellence – *Simplicity*

- Creative, curious, inquires, pride, critical thinking

Communication – *Non-Violence // Truth // Patience*

- Listens, influences, feedback, reflective, evaluative, presence, confidence

Teamwork – Love // Support

- Cooperates, responsible, cares, decision maker, helpful, unity, patient

These Character Behaviours link directly to the school's vision, to 'Build loving hearts and strong minds with God and each other' and through the Gospel Values.

The School Parliament created the Holy Rosary Rules that link directly to what makes a loving heart and strong mind. These rules are:

## **Our Academy Rules**

- 1. Treat others the way you would want them to treat you**
- 2. Use positive words to build people up**
- 3. Use hands, feet and objects in love not anger**
- 4. Be brave standing up for yourself and others**
- 5. Try new things again and again and again**
- 6. Be the best version of yourself – be like Jesus!**

As a Catholic School, our religious education, based on the teachings of the Gospel and the Catholic Church, permeates every aspect of school life. Relationships and behaviour are integral to our happy, healthy and safe learning community as we seek develop character and positive attitudes in all members of our school community, showing mutual respect regardless of ability, gender, race or culture.

The main aim of this policy is to promote good choices, which lead to effective relationships so that everyone can learn effectively, support each other and work together.

We believe that pupils are responsible for their behaviour in the first instance and that both parents and staff have a responsibility to support them. We believe that almost all behaviour is intentional and that by choosing to use these behaviours, after they have been explicitly taught in the correct situation, with the support of parents and staff, pupils have every opportunity to flourish and to thrive.

This policy aims to promote relationships which are happy, safe and secure. This policy aims to help children to become positive, responsible and increasingly independent members of the Holy Rosary community. We reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation, recognising positive role models. This policy is designed to enable outstanding behaviour and outstanding characters, not merely deter unacceptable or anti-social behaviour.

It promotes self-awareness and self-management of behaviour, enabling reflection of behavioural choices i.e. there are always different behavioural options (we don't accept or expect that some children will always behave in such a way)

-It avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices. Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships.

Throughout the school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to 'catch' good behaviour, pointing it out and celebrating it wherever possible. If we become complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible' and as a result disengaged.

This policy cross-references with:

- Child Protection and Safeguarding Policy
- Attendance Policy
- Acceptable Use Policy
- Anti-bullying Policy
- Parent Code of Conduct
- Staff Code of Conduct

- Complaints Policy
- The Academy's vision and mission

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](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- › 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
- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

## **Protected Characteristics**

At Holy Rosary, we treat people with equality. We are proud of the diversity within our community and ensure that our vision and values provide the best possible chance for pupils, staff and all stakeholders are treated fairly and with respect, regardless of their race, gender, religion, or any other protected characteristic.

Protected characteristics are certain personal characteristics that are protected under the UK Equality Act 2010.

These characteristics are important do that no particular group are unfairly discriminated against.

The protected characteristics in the UK include:

Age - this refers to a person's age, whether they are young, middle-aged, or elderly.

Disability - this includes both physical and mental disabilities.

Gender reassignment - this refers to a person who is undergoing, has undergone, or is proposing to undergo gender reassignment.

Marriage and civil partnership - this includes people who are married, in a civil partnership, or who have dissolved their civil partnership.

Pregnancy and maternity - this includes women who are pregnant, have given birth within the last 26 weeks, or are breastfeeding.

Race - this includes a person's race, colour, nationality, or ethnic or national origins.

Religion or belief - this includes a person's religious beliefs, or lack of belief.

Sex - this refers to a person's biological sex, whether they are male or female.

Sexual orientation - this includes a person's sexual orientation, whether they are heterosexual, gay, lesbian, bisexual, or any other sexual orientation.

## **Definitions of behaviour**

We define **behaviour** is everything we **do** and **say**, not only when we are on our own, but also with and towards others.

**Misbehaviour** is defined as:

- Actions in opposition to the Holy Rosary Character Behaviours
- Actions in opposition to the Behaviour Curriculum, including disruption in lessons, in corridors between lessons, and at break and lunchtimes,
- Non-completion of classwork or homework
- Poor attitude to learning
- Incorrect uniform.

**Serious misbehaviour** is defined as:

- Repeated breaches of the Behaviour Curriculum
- Any form of bullying
- Sexual violence and sexual assault (including intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - 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
- Racist, sexist, homophobic, transgender or discriminatory language and/or behaviour, especially in relation to the protected characteristics
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs, including tobacco and cigarette papers
  - Stolen items
  - Fireworks
  - Indecent images
  - 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 1 person or group by another person or group, where the relationship(s) involve an imbalance of power. It involves negative behaviours (defined below) which occur Several Times On Purpose (STOP).

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, unkind looks
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, pulling faces
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying policy.

To reduce the chances of bullying happening in our school, a team of Anti-Bullying Ambassadors have been selected and trained by the Diana Trust. They are led by our Assistant Headteacher for Behaviour, Attitudes and Character, Mrs Ruston-Donald, who investigates every allegation of bullying.

# **Roles, Rights and Responsibilities**

## **Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Headteacher has the day-to-day authority to implement the Behaviour Policy, but governors may give advice to the Headteacher about particular disciplinary issues and work together with the Headteacher on matters of behaviour.

## **Headteacher**

In addition to the above, it is the responsibility of the Headteacher to:

- support the staff by implementing and monitoring the policy, including the above objectives, and by setting the highest standards of behaviour
- implement this policy consistently and report to governors and St Ralph Sherwin Trust Board, when requested, on its effectiveness.
- ensure the health, safety and welfare of all children in the school.
- maintain a record of all reported serious incidents including bullying, SEND, racism, homophobia, gender and alleged sexual harassment, and monitor behaviour forms and reflection sheets.
- issue fixed-term exclusions to individual children for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour - the Headteacher may permanently exclude a child after consultation with the governors.

## **Class teacher**

All staff in our school have high expectations of the children in terms of their relationships, character and behaviour. A key priority is to reward and praise good choices in order to reinforce good behaviours (including following school rules) and positive relationships – ‘catching’ pupils behaving well and celebrating their good behaviour is vital. The class teacher work closely with support staff so that together, they take responsibility for the behaviour of individuals and groups within the class and are acutely aware of any positive and negative behaviours, seeking to understand why the behaviour is happening.

With these principles in mind, specific responsibilities of the class teacher and support staff are to:

- praise children on an individual / group basis, making explicit why, what behaviour they have followed, or what choice they have made referencing the school’s Character Behaviours wherever possible.
- use the ‘3 (stop what you are doing) 2 (put everything down) 1 (look and listen)’ technique to get the attention of pupils.
- getting the attention of large groups by putting two hands in their air and waiting for pupils to copy.
- follow our system of reminders to address any behaviour that does not support learning both in class and outside of the classroom.
- report sexist comments and incidents of sexism, which includes behaviour or attitudes that create stereotypes of social roles based on sex.
- be consistent with all consequences, (being open to use examples of inconsistency as case studies).
- treat each child fairly with respect, dignity and understanding.
- be a positive role model by demonstrating positive relationships with everyone in the school.
- keep a record and any relevant notes if a child misbehaves and / or receives a warning.



- having followed regular procedures and consequences, seek help and advice from a member of the inclusion team and/or SLT if there are continued instances of low level disruption in the classroom that need to be addressed in priority pupil meetings.
- understand a pupil's context to inform an effective response.
- liaise with external agencies, as necessary, to support and guide the progress of each child e.g. discuss the needs of a child with the SENCO and Behaviour Support or Educational Psychologist.

Class teachers apply these principles, roles and responsibilities with their own class and around the school.

## **Support Staff**

It is the responsibility of teaching assistants, office staff, lunchtime supervisors and all other adults in school to support the Headteacher and teachers in meeting the above objectives. All support staff need to work closely with the class teacher and school leaders, communicating and rewarding any positive or negative behaviour. All staff should be proactive in 'catching' pupils behaving well and highlighting how well a pupil has behaved.

## **Parents**

The school works collaboratively with parents so children receive consistent messages about how to behave. There is a culture of regular, supportive dialogue between the home and the school. The Parent and Staff Codes of Conduct endorses this. Teachers and school leaders inform parents immediately if we have concerns about their child's welfare or behaviour.

We expect parents to:

- understand that both teachers and parents need to work together for the benefit of their children.
- demonstrate that all members of the school community should be treated with dignity and respect, and therefore set a good example in their own speech and behaviour.
- support the school's decision when applying policy to deal with any specific incidents and/or issues.
- seek to clarify a child's version of events with the school's view in order to bring about a peaceful resolution to any issue.
- maintain support by upholding their commitment to the Parent Code of Conduct.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Inclusion Team. If the concern still remains, they should contact the Deputy or Headteacher, and if still unresolved, the governors (see the Complaints Procedure available on the school website or directly from the Complaints Manager, Mrs Faircliff).

Working together for good behaviour in schools is a helpful document for parents, available from the following website: <http://dera.ioe.ac.uk/9678/1/dcsf-00960-2009.pdf>

## **Pupils**

Pupils will:

- Make intentional positive choices
- Care for one another and themselves
- Actively participate in the life of the school.
- Learn the Behaviour Curriculum and follow the expected standard of behaviour they should be displaying at school
- Follow the school's key rules and routines

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

Pupils will be supported to meet the behaviour standards through a weekly gathering and half termly in class sessions. The Behaviour Curriculum will be taught and practised.

Pupils will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

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.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Children from Year six are chosen for the role of prefect because of their exemplary behaviour and all children in Year six model great character through their role as Character Buddies to children in reception.

Within the curriculum, especially through RE, PSHE/RSHE (Listening Hour), child led liturgies, guided by and themes within the liturgical year, character behaviours are taught alongside the management of behaviour. Ideas surrounding democracy, individual liberty, rule of law and mutual respect are highlighted, discussed and actively promoted. This teaching is often related to particular incidents in school, to make them more meaningful and provide a context for learning. During these lessons, time can also be given to issues such as consideration of people's different ethnicity, cultural beliefs, gender, sexuality and the needs of particular groups, such as the elderly, the disadvantaged and those people with disabilities and special needs.

### **All members of the community**

Everybody is expected to:

- Take responsibility for their own behaviour
- Respect the rights of others, especially the protected characteristics.

## Our Behaviour Curriculum

To support the Character Behaviours, our Behaviour Curriculum (see appendix 4) defines the routines, procedures and related knowledge that pupils are taught how to behave in our school. Pupils are then expected and reminded to choose to behave appropriately in line with our taught curriculum both in school and in society as a whole.

Our Character Behaviours are displayed in every classroom and around the school. Staff refer to character behaviour on a daily basis to embed them into daily routines. The Character Behaviours act as a whole school behaviour target to be focussed on each week, and pupils are rewarded during Achievement Act of Worship in order to raise awareness of how behaviour affects themselves and others.

In order to ensure that the Behaviour Curriculum is embedded and that pupils have every possible chance of successfully meeting the expectations of the academy, we review and retrieve knowledge each half term

### Responding to behaviour

#### **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. Some of the proactive strategies that school staff will use to enable a positive and safe environment are (but are not limited to):

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Review and rehearse the Behaviour Curriculum

#### **SELF-Awareness**

- Manage low level disruption immediately using SELF-awareness and/or 3, 2, 1
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Provide feedback immediately to adhere to the Behaviour Curriculum
  - Highlighting and promoting good behaviour, praising positive behaviour with specific examples, linking the action to the Character Behaviours
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement and be positive with pupils.

To ensure pupils are focused on who is speaking and on their learning, and to eliminate low-level disruption, we use **SELF-Awareness**. Each letter of **SELF** stands for a different action we expect from pupils. The actions are:

- **S**it up
- **E**ngage with questions and discussions
- **L**ook and listen
- **F**ocus on who is talking

When many pupils are not showing SELF-Awareness, staff will say, 'Show me your SELF-Awareness' and pupils will be expected to **sit up, engage, look and listen and focus on who is talking**. Sometimes, staff may need to spend some time checking that pupils know what each letter of SELF means, how to show it and discuss why it is important.

#### **3, 2, 1**

To transition to the next part of a lesson or task, teachers use **3, 2, 1** to support pupils. Each number represents a different stage of the transition. These stages are:

**3** – Stop what you are doing and stop talking – pause to give time from them to stop

2 – Put everything down (including hands) – pause to give them time to finish sentences/put their things down

1 – Show your SELF-Awareness – pause and wait for everyone to **sit up, engage, look and listen and focus on who is talking.**

## **Seating Plans**

Seating plans are devised by teachers and reviewed frequently, in order to foster a conducive learning environment for all. Teachers ensure that there is a clear plan for classes for lining up and in assembly, with children requiring more support sitting close to a member of staff. A calm area within the class is designated for pupils with the most complex needs.

## **The Learning Environment**

The learning environment has been designed to support positive behaviour choices. Pupils are enthused and motivated by the vibrant and relevant curriculum, teachers pedagogy and practice, and work which is pitched at an appropriate level and challenge. Classroom environments are positive and promote pupil and staff conversations and engagement, which minimises the fear of failure and actively encourages the development pupils' characters. Classrooms have been designed to create a calm and minimal learning space that does not lead to cognitive overload.

## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We 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. This will usually be an action from our weekly priority pupil meeting.

Please refer to our [Child Protection and Safeguarding Policy](#) for more information.

## **Responding to good behaviour**

Staff issue Class Dojo points as a system for reward and praise, based on the Holy Rosary Character Behaviours derived from the Gospel Values.

Positive consequences for the good choices and good behaviour include:

- regular verbal feedback to reinforce positive behaviour, including being congratulated.
- reference to good role models and going to another member of staff (of the pupil's choice) for recognition.
- dojos/stickers and additional play.
- certificates and nominations for the Headteacher's Award given in public during the weekly Achievement Assembly.

Each week, a child from Rec-Y6 is elected by their peers for having shown that they have gone 'over and above' in the Holy Rosary community. They are told why they have been chosen and receive a 'Heart that Sees' certificate.

Each half term pupils are chosen to receive the Gospel Values Award based on the way they have shown how to 'live out' specific Gospel Values.

The weekly achievement assembly is an opportunity to publicly celebrate and affirm good choices and pupil achievement during the week.

We recognise the importance of celebrating achievements out of school in order to promote a wider range of interests and a broad outlook - when images are sent through Class Dojo from parents, this is shared with the class.

## **Responding to misbehaviour**

Staff at Holy Rosary employ a consistently clear negative consequences behaviour system. This is to ensure a safe and effective learning environment in which positive, supportive and healthy relationships flourish.

Our expectations in class are that everyone is actively demonstrating the Holy Rosary Character Behaviours.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

For a pupil who chooses to misbehave, there are a number of strategies to promote positive choices and consequences. The strategies used depend on the seriousness of the unwanted behaviour and its persistence.

## Escalation Chart

Stage	Action	Detail
1	Acknowledge / Remind	Acknowledge the behaviour with specific feedback about their behaviour and non-verbal cue (eg. pause, eyebrow raised, blank face)
2	1 <sup>st</sup> Warning	Warn pupil about the Character Behaviour they are not demonstrating. Ensure this is done, where possible, privately, and done in a low-key, calm tone.  Give the pupil the opportunity to correct their behaviour.
3	2 <sup>nd</sup> Warning	Parent Informed  Warn pupil of the Character Behaviour(s) they are not demonstrating and explain that a neutral dojo will be issued, which families will be able to see. Ensure this is done, where possible, privately, and done in a low-key, calm tone.  Explain that if their behaviour doesn't change, it will move to the first escalation which is 'Reflection and Reset'.
4	1 <sup>st</sup> Escalation	'Reflection and Reset'.  Tell the pupil that because their behaviour has not changed after the second warning, they will now be removed from class and complete independent work in reflection for at least the rest of the session. This is logged by the member of SLT in my concern and a member of SLT will speak with a parent/carer to inform them.  Pupils will either have a restorative or correctional conversation involving the class teacher and senior leader before returning to the class.  Pupils reset in class at the start of the next session.
5	2 <sup>nd</sup> Escalation	Parent Involvement  If behaviour continues, pupils are removed from class and a phone call takes place with the child and SLT member to explain what is happening and to give them an opportunity to help correct their child's behaviour.
6	Fixed Term Suspension	Where there is no behaviour change following parental involvement, a fixed term suspension will be issued.
7	Permanent Exclusion	For serious one-off dangerous incidents, repeated persistent disruption or other reasons set out in Staffordshire Local Authority Guidance, a permanent exclusion could be issued.

## Immediate Level 4 Behaviours

Some behaviours which could adversely affect the happiness and safety of others are more serious and will require immediate intervention in order to protect the wellbeing of others.

These will include:

- Refusal to follow instructions from any member of staff
- Swearing
- Spitting

- Negative physical behaviour, including fighting
- Bullying
- Racism
- Using derogatory homophobic language or any derogative language and/or behaviour against the protected characteristics.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. As a result, unless there are specific extenuating circumstances, these incidents will usually be deemed as 'Level 4' with pupils being removed from class and parents informed. A senior leader will be involved in the investigation and next steps and log it on school systems with the relevant heading based on the severity of the incident. Parents of both parties (the perpetrator and the victim) will be notified by a phone call or face to face conversation at home-time by the senior leader managing the case. All contact with parents will be recorded on My Concern chronology Pupils will usually receive ongoing support as a result of these incidents. This will be decided at the weekly priority pupil meeting.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## 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 (see appendix 3 for a behaviour log)

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.

Further details on the use of reasonable force can be found in our [Safe Handling Policy](#)

## 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 on page 6) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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) or pastoral member of staff who may have more information about the pupil. 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 or DSL 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.

The authorised member of staff can use reasonable force to search for any prohibited items identified on page 6, but not to search for items that are only identified in the school rules.

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

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:

- › Trays
- › Coats
- › 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 (listed on page 6) 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 on page 6
- › If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items (listed on page 6), including incidents where no items were found, will be recorded in the school's safeguarding system.

### Informing parents

Parents will always be informed of any search for a prohibited item (listed on page 6). 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.

### Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## 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, DSL or DDSL 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.

### **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. All reports will be recorded on My Concern

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
- Discussion at Priority Pupil meetings
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police.

### **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 incidents, 1<sup>st</sup> escalations or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time in line with the escalation ladder.

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 and the escalation ladder implemented, unless the behaviour is so serious as to warrant immediate removal (Level 4 behaviours).

Pupils who have been removed will complete work independently for at least the rest of the session under the supervision of a member of staff. This work may differ from the mainstream curriculum.

Pupils will 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.

The school will consider an alternative approach to behaviour management for pupils who repeatedly cause low-level disruption or who are frequently removed from class, such as:

- Analysing ABCF charts to identify triggers, before implementing a bespoke behaviour plan
- Use of teaching assistants
- Short term behaviour plans
- Long term behaviour plans
- Pupil support units or alternative provision
- Multi-agency assessment
- Managed moves.

Leaders 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 on My Concern

### **Exit strategies – for use in extreme circumstances only**

In class, if a pupil causes a disturbance that threatens the safety and well-being of others, the behaviour will be managed at Level 4. If the pupil refuses to leave, the class teacher will escort their class out of the classroom and send for a member of the Senior Leadership Team. The child will then be escorted to a suitable location using 'Positive Handling' techniques if required.

## **Restorative Justice**

We want children to learn from and take responsibility for their mistakes. Consequences link meaningfully with the behaviour, and help children to take positive action to amend the situation.

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.

This includes measures like:

- Resetting after a period of reflection
- Reintegration meetings
- Targeted intervention deployed by the Priority Pupil team
- Daily contact with a member of staff on their pathway
- Contact with families for updates.

Further action will be taken if children are brought to members of SLT on a regular basis or dojo records demonstrate consistently negative reports for particular behaviours. This further action, after being discussed at the priority pupil meeting will be:

1. A meeting between the parents and class teacher.
2. A meeting between the parents and a member of the SLT
3. A meeting between the parents and Headteacher.

The decision for further action will be made by the priority pupil team after considering all the available evidence.

We do recognise that there are occasionally overriding factors or circumstances that affect behaviour. However, these are rare and so variation from the warnings system is rare. This is to maintain their effect and impersonal nature. We aim to remove and personal judgement so children understand and accept the school rules.

We expect children to try their best in all activities. If this has not happened, we may ask them to redo or complete a task.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others or themselves, the class teacher may stop the activity and prevent the child from taking part for the rest of that session.

The school's vision statement and character behaviours are displayed on the wall of each classroom and at various points around the school. In this way, every child in the school knows the standard of behaviour that is expected.

We do not tolerate bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (see Anti-Bullying Policy).

## **Pupil transition**

### **Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the Behaviour policy, Behaviour Curriculum 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 behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **Inclusion**

We believe that we are all responsible for our actions. We will help all children learn to make the right choices and to understand 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 learning, then school and parents will work swiftly together to develop a targeted plan to meet the needs of the individual. This will come as an action from the priority pupil meeting.

### **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.

When dealing with misbehaviour of 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, especially those with reports and EHC plans. These may include:

- › Adapting the curriculum
- › Short, planned movement and sensory breaks
- › Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- › Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- › Training for staff in understanding the vast array of complex SEND needs, relevant to our context at that time
- › Use of breakout spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- › Was the pupil was unable to understand the rule or instruction?
- › Was the pupil was unable to act differently at the time as a result of their SEND?
- › Was the pupil behaving in this specific way because of their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may 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.

## 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 first work with parents make contact with the local authority to discuss the issue and involve agencies for support. If appropriate, the school may request an emergency review of the EHC plan.

The Academy uses a range of interventions and strategies to improve behaviour for individuals, which can be found in this table. These interventions are chosen specifically to meet the specific needs of the individual.

Behaviour/SEMH Interventions at Holy Rosary

Internal	SEND	Pupil and Family Link	Behaviour Management/ Character	Chaplaincy	LAC/Post-LAC	External
Priority Pupil Meeting	Diagnostic Assessments	Outcomes Star	Commando Joe's -Resilience	Chaplain Time 1:1	Music Tuition/Therapy	SEND & Inclusion Hub 'B'
Counselling L2	Reasonable Adjustments	Graded 2 Care Profile	-Empathy	Chaplain Time small group	Breakfast/After School Club	School Nurse
Counselling L3	Access Arrangements (Tests)	School led EHA	-Positivity	Internal Retreat	1:1 Tuition	Paeds
1:1 Support	Access Arrangements (Tests)	Attendance Strategies and Support	-Communication	Set Up Support	1:1 Mentor	ESFSS EHA (DSG)
Part timetable	One-page Profiles/learning plans	Family Mediation (Parent-Child)	-Teamwork			Behaviour Support
Managed Move	Individual Pathway	Family Liaison	PASS Test			EWO
Lego Therapy	Sensory diet	Drop Ins	PASS Intervention			Ed Psych
Extra-Curricular Clubs		Local Support	Personal Behaviour Plan			CAHMS
			Lego Therapy			Action for Children
			Behaviour Mentor (Peer-to-Peer)			Alternative Provision -BACT -Cornerpost
						Youth For Christ
						NSPCC
						CiN
						CP

## **Exclusion**

We expect that through this policy, an agreed Code of Conduct, strategies to support pupils and close consultation with parents over any learning and behaviour issues that no child at Holy Rosary Catholic Voluntary Academy would be excluded. We see exclusion as a final sanction, where warranted, which will only be used after careful consideration, when all other possible sanctions and strategies have been tried and have been unsuccessful.

Permanent exclusion will only be used as a last resort in response to serious or persistent breaches of the Behaviour and/or Safeguarding Policy. The handling of exclusions of pupils is governed by Education Acts and guidelines.

For fixed term exclusions, we will follow the set procedures set out in the Staffordshire booklet. The Local Authority would like to be informed about any exclusion of 5 days or more.

- For children having a fixed term exclusion of four days or less, the school will make efforts to provide school work for the exclusion.
- Before the exclusion, the child will be given targets that will need to be met when the child restarts the school day.

In extreme circumstances, other alternatives may be looked at to support a child with their behaviour before exclusion from school, including a reduction in their timetable and alternative provision in another setting off site. Off-site alternative provision may be used as a support programme for children who are at risk of exclusion from school, which can be enforced by the headteacher if they see this as the best solution to support the child and their needs. This would usually be agreed at the Burton District Inclusion Panel (see appendix 1 – reduced timetables and appendix 2 - alternative provision).

### **Grounds for Exclusion**

The principles which underline a decision to exclude a pupil from Holy Rosary Catholic Voluntary Academy are:

- a need to avoid risk and danger to pupils and/or staff.
- persistent and severe bullying.
- a single serious, major incident. In the case of a serious assault on another person occasioning injury, the Headteacher will first establish whether there are elements of self-defence or retaliation against an assault before determining the appropriate disciplinary action.
- constant disruption.
- verbal and physical abuse.

Permanent exclusion will only be used when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

## **Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, alternative providers, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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.

## **Training**

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

- The needs of the pupils at the school, including the barriers to their success
- Specific detail about the academy's behaviour curriculum
- Positive handling and Restraint and Physical Intervention training
- How SEND and mental health needs impact behaviour.

Behaviour management will also form part of continuing professional development at fortnightly staff meetings, whole school weekly gatherings and as part of the curriculum.

## Appendix 1

### Reduced timetables

#### **Education Provider's roles and responsibilities.**

Education provider includes; maintained schools (special and mainstream), academies, pupil referral units, independent schools and alternative education providers. A reduced timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision on a full time basis (equivalent to weekly hours the child would normally attend school)

In agreeing to a reduced timetable a school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised absence.

Schools should inform the local authority of any instances of a child been placed on a reduced timetable, so that the local authority is aware of the arrangements and can collate and monitor the data as required by Ofsted.

Information should also be provided to the governors/trustees about any children placed on a reduced timetable, so that the governors/trustees can fulfil their responsibilities to monitor the schools provision.

#### **Points to consider when planning a reduced / alternative timetable:**

- Is an Early Help Assessment in place – Before entering into a reduced timetable the school must understand the young person needs and those of the wider family. The EHA is a good tool for gathering and understanding these.
- Safeguarding – is the young person / family known to safeguarding services, what impact will a reduced timetable have on any existing safeguarding issues, any reduced timetable should only be implemented following a review of the child protection or children in need plan, which may involve requesting a core group meeting?
- Impact on child – How could the reduced time/table effect the young person in terms of mental health, educational progress, peer relationships, relationship within family etc?
- Impact on wider family – Would the child spending more time at home put greater pressure on a family already experiencing difficulties. How could this be managed, could another agency provide family support?
- Clear plan to co-ordinate work with child and family – In every instance of a reduced / alternative timetable a clear plan, agreed by all parties, should be in place, which sets out each person's / agencies task, and records each person's / agencies agreement to co-operate.
- Set review dates and re-integration – Make sure you establish the review date prior to implementing the plan. This will ensure the young person does not become hidden, forgotten or allowed to drift. A recommended review period would be every 6 weeks, but should be sooner if there are any concern's around attendance / achievement or safeguarding.
- Appoint a lead person to be accountable for the plan – Every plan should have a lead person to ensure it is implemented and reviewed. This person will also be the single point of contact for the young person, family and other agencies.
- Parental involvement, responsibility and role – As above the parents must be clear about their role and responsibilities. In order for any change to be achieved and maintained the parents must be fully involved and in agreement with the plan.
- Other agencies involved with child and family, their role and responsibilities – Ensure you know which other agencies are involved with the young person, involve them in the planning.
- Regular contact - It is crucial that a child on a reduced timetable is contacted or seen daily by the school to ensure that the child is safe. This information must be recorded in the school. If the school has any concerns about the safety of a child on a reduced timetable they must follow their safeguarding policy and procedures.
- Safeguarding, radicalisation, child exploitation - Ensure that if you are making these changes that you have considered any consequential risks you may be exposing the young person to, or allowing them greater opportunity to become involved in unsafe activities.
- Know what registration codes you will use – Be clear how you will record the period of reduced / alternative provision, and how you will monitor attendance and safeguarding. What will happen if the young person does not attend or a safeguarding concern arises?



It is best practice for every education provider to keep a list of all its students on reduced / alternative timetables, alongside their individual plans.

## Appendix 2

### Off-site educational activity/Alternative Provision

Ultimately schools are responsible for the safeguarding and welfare of pupils educated off-site. Therefore, schools are certifying that the education is supervised and measures have been taken to safeguard pupils. Schools should ensure that they have in place arrangements whereby the provider of the alternative activity notifies the school on the day of any absences by individual pupils. This notification enables the school to record the pupil's absence using the relevant absence code. (*DfE Guidance – school attendance NOV 2016*).

Statutory guidance for alternative provision states:

Education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour.

Good alternative provision is that which appropriately meets the needs of pupils which required its use and enables them to achieve good educational attainment on par with their mainstream peers. All pupils must receive a good education, regardless of their circumstances or the settings in which they find themselves. Provision will differ from pupil to pupil, but there are some common elements that alternative provision should aim to achieve, including:

- good academic attainment on par with mainstream schools – particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications;
- that the specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment;
- improved pupil motivation and self-confidence, attendance and engagement with education; and
- clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment.

When considering 'measures have been taken to safeguard pupils' education providers must ensure that the staff at the provision are checked and cleared to work with vulnerable children, appropriate risk assessments and insurances are in place, the provider has a safeguarding policy and a designated safeguarding lead in their organisation. The provider is aware of the needs of and any potential risks to the young person.



## Appendix 3: Reflection templates

### Restorative Reflection sheet

Date:		Name:	
Where did the incident happen?			
Name everyone involved (including teachers).			
Explain what happened in words or pictures			
Which school rule was broken?			
Treat every member of the community like you want to be treated yourself.			
Use positive words to build people up.			
Be brave enough to stand up for yourself and for others.			
Use hands, feet and objects in love, not anger.			
Try new things again... and again... and again.			
Be the best version of yourself -be like Jesus.			
Which have you not shown? ( ✓ )	Resilience		
	Empathy		
	Self - Awareness		
	Positivity		
	Excellence		
	Communication		
	Teamwork		
Explain why.			
Do you need to ask for forgiveness/say sorry?			Yes
			No
Who from/to?			
Explain why.			

## Appendix 4: email communication or formal letters to parents about pupil behaviour - templates

### First behaviour email/letter

Dear parent,

Recently, your child \_\_\_\_\_ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour email/letter

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Third behaviour email/letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_ has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 5: The Holy Rosary Behaviour Curriculum

### Attendance and punctuality

#### **We:**

- arrive between 8:45 am and 8:55 am and go straight to our classroom
- know that if we are late, it could affect our attitude, we will miss learning time and we may not ready be ready to learn
- know that, unless we are ill, it is essential to be in school
- know that attendance at school doesn't just help us become more intelligent, it also helps our friendships, our fitness and our faith
- usually have lots of fun with our friends and teachers.

### Behaviour - lunchtime

#### **In the hall, we:**

- always listen to and respond appropriately to all adults
- line up, one behind the other, using a quiet voice to talk
- verbally request our dinner choice (not just pointing)
- use manners
- talk to others on our table, including anyone we don't usually sit with
- stay seated, until 'allowed' to move
- try to use a knife and fork correctly
- empty our own tray properly in the right place.

### Behaviour - outside school

#### **We:**

- live out the Holy Rosary Character Behaviours at school, at home and in the community
- keep ourselves, and others, happy and safe, both when we see them in person or when we use the internet.

### Behaviour - unstructured time (break and lunch)

#### **We:**

- always listen to and respond appropriately to all adults
- play safely, thinking about the safety of others, never using negative physical behaviour
- are kind to everyone, considering their feelings
- look out for people who look alone or sad, including them in our play
- share and take care of the equipment, leaving all areas of the school tidily
- use manners.

### Classroom Routines

#### **We:**

- respond positively and politely to staff
- walk in and out of the classroom calmly and quietly
- organise our belongings quickly
- complete our 'do now' task, sit or show readiness to learn without question
- join in together with our morning, lunchtime and end of the day prayer
- know where we sit (carpet /learning /table places)
- look at the visual timetable to know what we are learning
- show **SELF**-awareness: - **S**it up - **E**ngage - **L**ook and Listen - **F**ocus on who is speaking
- tidy up as a team
- line up calmly and quietly, in a straight line, looking forwards, with our arms by our side or behind our backs
- use equipment responsibly, find it independently and carry scissors safely.
- ask to use the toilet during lessons.

## Completing work in books

**We:**

- date every piece of work
- write a title or question for every piece of work
- use a ruler when underlining, drawing lines and striking out a mistake
- write one digit per box
- aspire to our neatest handwriting possible in every subject
- care about our books by not drawing (or scribbling) on or in them and making sure corners are unrolled.

## End of the day routine

**We:**

- gather our bags, coats and water bottles calmly, quietly and quickly
- remember all of our belongings
- join in with the end of the day prayer
- wait for the teacher to call our name or give permission before leaving the classroom.

## Group Work

**We:**

- work as a team
- celebrate teamwork
- discuss ideas with quiet voices
- listen to and value the ideas of others, ensuring that everyone has a chance to speak
- compromise if other people's ideas are different to our own.

## Liturgies, liturgical prayers, acts of worship and assemblies

**We:**

- walk in and out calmly and quietly, in a straight line, looking forwards, with our hands in prayer (or other chosen class action)
- show **SELF**-awareness: - **S**it up - **E**ngage - **L**ook and Listen - **F**ocus on who is speaking
- sing together as a team.

## Manners

**We:**

- say 'please' when we ask
- say 'thank you' when we receive or someone serves us
- say 'excuse me x' and wait if we want someone's attention or somebody is in our way
- use names when we talk to other pupils and staff (e.g. Mr/Mrs/Miss x)
- hold doors open for others
- smile (when we are feeling happy)
- are all peacemakers, maintain good relationships and try to have positive interactions with **everybody**.

## Moving around school

**We:**

- walk calmly and quietly
- walk in a straight line when we are with our class
- walk forward, looking where we are going
- walk with our arms by our sides or behind our backs
- hold doors open for others
- care about our school environment, picking up litter that we see and avoiding displays
- greet people positively and politely.

## School Uniform

**We:**

- wear our uniform with aspiration and pride
- tuck our shirts in

- do up our ties are up to the top button
- tie our shoelaces
- pull the sleeves of our jumpers or cardigans down to our wrists
- store jumpers or cardigans appropriately when we are not wearing them (not around our waist)
- take out or cover earrings for PE
- respond positively to reminders from staff about smart uniform
- **\*Know that if incorrect uniform is worn, staff will inform the Priority Pupil team.**

### Speaking in class

#### We:

- raise our hands to ask questions or to contribute ideas to class discussions
- engage in discussions with our partner by facing them
- are ready always to respond when the teacher is 'cold calling'
- show patience when we are waiting to share our ideas
- focus on who is talking, giving eye contact (where we can)
- wait until everyone is focussing before we begin speaking
- speak loudly and clearly so that everybody in class can hear
- remove hands and jumpers from our mouths
- show **SELF**-awareness: - **S**it up - **E**ngage - **L**ook and Listen - **F**ocus on who is speaking.

### Visitors

#### We:

- smile, say 'hello' and ask them their name
- check if they are wearing the correct lanyard – if not, we tell an adult
- answer their questions politely, to the best of our ability
- talk to visitors positively about things that we have learned and have done
- are open and honest
- use our manners
- thank them for visiting our academy.