



Behaviour Policy

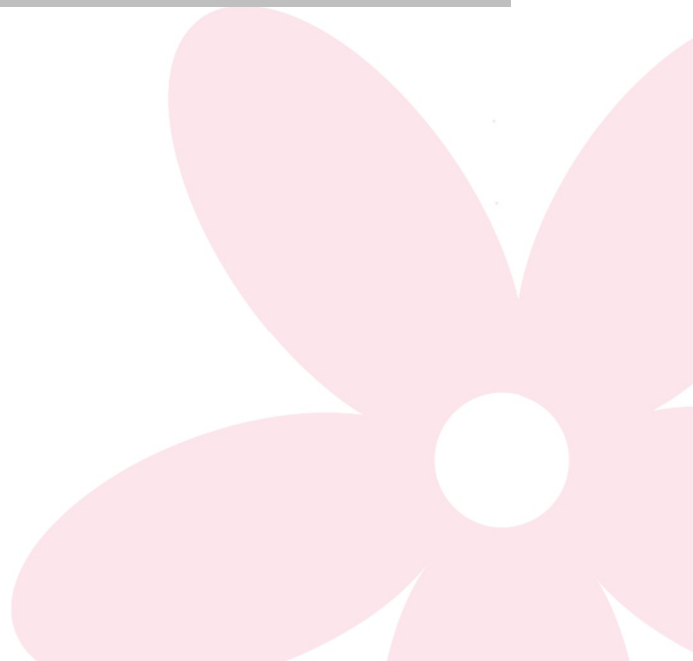
St Barnabas CofE Primary School

Approved by: St Barnabas LGB

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*“Through Jesus we encourage one another and build each other up,
to be our best selves”*

1. Ethos and values

“We encourage one another and build each other up to be our best selves”

Our Christian vision is inspired by the hope of God through Jesus Christ and His transformational impact. Through the hope Jesus inspires, we encourage one another to be the best version of ourselves every day. We learn from the teachings of Jesus and how he inspires and impacts others to live and flourish in hope.

Through our actions and words, we can show each other an example that encourages others to do better and be better. Therefore, we **support, and encourage each** one another to be **our best selves**.

At St Barnabas, we educate, develop and support pupils within a school firmly based on Christian principles and our focus Christian values. As St Barnabas did, we aim to give each other encouragement. We are a nurturing and caring family who aim to wisely encourage and guide people in Christian love and hope.

Our ethos is at the heart of everything we do and creates the culture of our school. We are committed to everyone achieving their full potential and recognise the impact of the right culture and high standards of behaviour have on student achievements. We are committed to creating a clear vision of what good behaviour looks like and therefore will invest the time and effort in teaching behaviour expectations through a behaviour curriculum which we teach each term and revisit half termly or when needed. We want our pupils to understand the impact of their behaviour on others so that they become responsible and empathetic future citizens.

Our school values

At St Barnabas we understand that behaviour expectations must be taught and modelled. Therefore, our Christian values support and form a part of this teaching. These values are regularly taught through collective worship and in key stories, in the classroom and through examples in our day to day school lives. The key stories help us understand these values, how they can be modelled. Through our Christian values, we aim to create an ethos and school environment in which all learners can enjoy, achieve, learn and grow. We acknowledge the impact of behaviour for learning in making this a success and the importance of good relationship our behaviour expectations are communicated, reminded, modelled and taught.

These values are:

Cooperation – through trust and forgiveness We want the children of St Barnabas to cooperate with others by showing trust and forgiveness. To understand how to work together and forgive each other starting each day anew.

- **Cooperation** – trust is central to living together in harmony and cooperation. By cooperating and working with others we help other people trust us. When we work with others, we show our trust.
- **Cooperation** – forgiveness is the cornerstone of cooperation - we ask for forgiveness from the heart and through a wish not to repeat our mistakes. We offer forgiveness to others as God forgives us.
- **Friendship** – we show friendship by sharing with each other, being kind but also truthful and honest. We think of others with our actions and words. “It is more blessed to give than to receive”.
- **Kindness** - kindness is the to a desire to act, to do or say something. To show kindness is about doing something from a position of empathy and compassion. Paul linked qualities together. He says, ‘clothe yourselves with compassion, kindness, humility, gentleness and patience.’ (Colossians 3:12). Kindness is something we expect the children of St Barnabas to show to all – not just their friends.
- **Determination** – we want all our children at St Barnabas, to show determination and perseverance. To recognise when things get difficult, they should keep trying but importantly also to ask for help if they need it.
- **Honesty** - We want all the children at St Barnabas to be honest and truthful and to know that even though it can be difficult, it is better to be honest and tell the truth. We want them to value honesty and truthfulness and know that it is important to be honest to yourself as well as others.

2. Statement of intent

We are committed to creating a culture where every member of the school community feels valued and respected. We want to build a caring community, with values built on mutual trust and respect for all where every person is treated fairly and well.

We aim to maximise the number of hours of high-quality learning each pupil experiences and seek to minimise lost learning hours caused by poor behaviour. Every pupil is entitled to a calm, warm, ordered environment in which they know they belong and are able to engage with free of distraction. In this environment, they have the best chance of developing positive behaviours and effective habits for learning.

We insist on high standards and expectations when it comes to behaviour. This will pervade all aspects of school life through:

- the culture and values of the school
- how pupils are taught to behave
- our response when pupils behaviour does not meet expectations
- the relationships between staff, pupils and parents.

3. Aims

- To ensure the safety and well-being of students, members of staff and the general public;
- To provide clear guidance to staff, students and parents about the standards of behaviour we expect;
- To create a safe, secure calm, supportive and caring environment where children can develop socially, emotionally, physically, spiritually, and academically.
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- To foster caring and respectful attitudes themselves, each other, animals, property, their environment and community;
- To outline how we will encourage and uphold these standards;
- To ensure that rewards and sanctions are used proportionately, reasonably, fairly and effectively;
- To teach students to be self-aware and self-regulate and to take responsibility and be accountable for their own actions through our behaviour curriculum and values.
- Draw attention to positive and good behaviour – rewarding and celebrating children who display those

School systems

4. Roles and responsibilities

In our school, we believe that teachers have the right to teach and learners have the right to learn. Our school rules of ready, respectful, safe and our focus values of determination, kindness, co-operation, friendship and honesty are central to the ethos of our school. They enable us to clearly communicate expectations across our school community these explained in our codes of conducts (available on our website). Our pupils, parents, carers and staff all have the right to be listened to and the responsibility to listen and are expected to uphold our code of conducts.

The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and to hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

The Headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support where necessary.

The Headteacher will ensure that behaviour data is reviewed to make sure that no groups of pupils are being disproportionately impacted by this policy.

All School Leaders (SLT) are responsible for:

- Being highly visible, routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported;
- Ensuring all staff understand the behavioural expectations and the importance of maintaining them;
- Ensuring that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school;
- Reviewing what training is required for staff to meet their duties and functions within the behaviour policy;
- Engaging with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, to help to inform effective implementation of behaviour policies and making links to whole school approaches to mental health and wellbeing as set out in the Mental health and behaviour in schools guidance;
- Giving staff clear guidance about expectations of their own conduct;
- Holding sessions for parents to help them understand the school's behaviour policy;
- Ensuring the support of pupils with additional needs where those needs might affect behaviour

Staff, parents and carers and pupils are

Are expected to follow the staff code of conducts (see separate documents)

In addition, teaching staff are expected address and challenge behaviour without delegating. Providing a personalised approach to the specific behavioural needs of particular pupils.

The senior leadership team and SEND team will support staff in responding to behaviour incidents

5. Expectations

Our behaviour policy assumes:

- Children have the right to learn and teachers must be enabled to teach them.
- All pupils can behave if they choose to (with appropriate support in place for identified children)
- Success brings with it plentiful praise and positive reinforcement
Each teacher is responsible for the behaviour management of his/her own class
- Each day is a fresh start
- We maintain a 'no shouting' environment
- Everyone has the right to be listened to (Article 12)

6. Teaching behaviour

We understand that to give children the best opportunity to be successful that behaviour expectations should be clear, communicated well and should be taught. Therefore, not only are positive values modelled and taught on a daily basis as needed and through our value teaching but we also have a behaviour curriculum. Behaviour is taught through codifying expectations and is agreed and shared through taught and practiced lessons as set out in the behaviour curriculum (see separate document).

We use our core values to help children understand how they can be their best selves and encourage and build each other up.

| Core Values | | | | |
|--|--|--|--|---|
| Co-operation I follow rules and instructions without reminders. I work hard in my lessons and play well with others. I listen to others and work together through trust and forgiveness. | Kindness I treat all others with kindness – kind words and actions. I show respect to others and our differences. I have good manners and look after our school and other people's things. | Friendship I set a good example of friendship to others. I include other people when I can. Comfort others and offer them encouragement and support. | Determination I have a positive attitude in all I do. I am focused and determined in all I do. I work hard to be the best version of myself. | Honesty I keep my word and show I can be trusted. I admit when I get things wrong. I encourage honesty in others. |

Adjustments will be proactively made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Where pupils do not meet behaviour expectations, we will support them in being able to do so. This does not mean that sanctions will not also be applied, alongside learning and support.

7. School rules

These three core rules are the overarching principles which guide the expectations of pupils and staff in the school.

- **Ready** (ready to learn, listen, do etc),
- **Respectful** (behaviour and words that show respect to others and the environment)
- **Safe** (behaviour and words that show respect to others and the environment)

For example

Ready

- I need to be ready to learn by sitting still, having everything I need and giving the learning 100% of my attention.
- I need to stop when I am told and listen
- I am ready to learn when I try hard in all I do.

Respect

- I can show respect by thinking about how my words and actions impact others.
- I need to show respect by being POLITE and showing I am proud to be St Barnabas.
- I need to respect equipment and the environment by looking after it.

Safe

- I show I am being safe by thinking before I act
- I play with kind hands and feet
- I do not act in a way that might harm myself or someone else.

8. Promoting Positive Behaviour

We aim to use positive reinforcements and rewards for efforts and achievements both within and outside the school, clearly and fairly, to reinforce the routines, expectations, and norms of our behaviour culture. Examples of rewards may include:

- verbal praise;
- written praise;
- communicating praise to parents via phone call or written correspondence;
- value postcards from both staff and pupils
- showing good work to other member or staff or leadership
- certificates, prize ceremonies and special collective worship good work;
- being in the newsletter or on twitter
- positions of responsibility
- agreed (by SLT) whole-class or year group rewards (such as a popular activity or privilege) to suit the needs of the pupils.

9. Responding to misbehaviour

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond 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 and recurring and schools may use pre-agreed scripts and phrases to help restore calm.

The aims of any response to misbehaviour are:

- To maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive
- prevent the recurrence of misbehaviour.

Disruptive behaviour

Maintaining a calm, safe learning environment is a priority and disruption is not tolerated and proportionate action is taken to restore acceptable standards of behaviour.

Low- level disruptive behaviour examples not an exhaustive list: making poor choices, making noises, chatting when pupils should be listening, turning around, not being focused, playing/ messing with equipment, not starting tasks, distracting/ disturbing others, running in the corridors.

Where possible, we will remind pupils about behaviour expectations and potential sanctions and consequences if the behaviour is not remedied. In instances of more extreme or unsafe poor behaviour this will not always be possible.

Serious behaviour incidents

Where misbehaviour is of such a serious nature e.g.

- Repeated breaches of the school rules
- Preventing the class from learning
- Child willfully inflicts physical harm on another person.
- Child willfully destruction or stealing property.
- Child is defiant and refuses to co-operate
- Child shows a willful lack of respect to adults anything which prevents the rest of the class functioning, (i.e. screaming, swearing, general disruption etc)
- Any form of bullying including online (see bullying section)
- Purposeful racist, sexist, homophobic or discriminatory behaviour
- Child on child sexual abuse (previously called 'peer on peer')
- Child on child sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting

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- Physical behaviour including 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
- Possession of any prohibited items (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). **See dealing searching pupils**)

If any of the above behaviours are seen, the Head teacher/Senior Member of Staff should be sought to intervene, who will in turn communicate with parents. It is important that this is used with discretion

Sanctions

What the law allows

- Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.
- Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.

A sanction will be lawful if it satisfies the following three conditions:

- a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
- b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances

- In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.²³

- The headteacher may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

- Corporal punishment by school staff is illegal in all circumstances.

Examples of sanctions for misbehaviour may include:

1 or more of the following sanctions

- A verbal reprimand
- Timeout
- Expecting work to be completed at home, or at break or lunchtime
- Missing parts or all of break or lunchtime (detention)
- the setting of written tasks such as an account of their behaviour
- loss of privileges – for instance, the loss of a prized responsibility
- school based community service, such as tidying a classroom
- regular reporting
- written behaviour contact for behaviour monitoring
- Referring the pupil to a senior member of staff
- regular reporting including early morning reporting; scheduled uniform checks
- Letters or phone calls home to parents
- Implementing a behaviour plan
- Suspension or permanent exclusion

Dealing with severe behaviour incidents

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The Head Teacher and Governing Body of the school have a duty of care to all pupils and staff, and the behaviour policy takes appropriate account of health and safety of all children and adults in school

Protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.

- There will be zero tolerance of any form of serious assault on pupils or staff.
- We have the right to take measures to keep pupils and staff safe, these measures include:
 - The legal right to confiscate inappropriate items from pupils such as mobile phones or music players.
 - Powers to discipline pupils who behave badly on the way to and from the school, for instance when travelling on buses.
 - The head teacher has the power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon.
 - A legal duty on schools to make provision to tackle all forms of bullying.
 - Restraining a child who is unsafe to others or themselves (please see the positive handling policy)

Violence in school

Any violence in school will be treated extremely seriously. Any child involved in a serious violent act will spend some time with SLT with immediate effect (SLT will make a decision regarding the period of time depending on the incident). The child's parents should be informed that their child has been involved in a violent incident in the classroom as soon as possible.

Removal from Classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a period of time out of the classroom at the instruction of a member of staff that allows for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the pupil and will be located in a suitable place to learn and refocus.

Removal is only used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal will only be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- c) to allow the pupil to regain calm in a safe space.

Removal should be distinguished from the use of separation spaces known as sensory or nurture rooms for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

We will make every effort to inform parents on the same day if their child has been removed from the classroom.

School will determine the length of time a pupil is removed from a lesson, based on the specific circumstances. This should always be kept to a minimum, as far as possible, and pupils will have access to continuity of curriculum and learning during this time.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. These pupils will be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

Having been removed from the classroom, the pupil will be re-integrated when appropriate and safe to do so. The aim will be to do this as soon as possible, whilst managing this appropriately.

When dealing with individual removal cases, staff will:

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- A. Consider whether the sanction is proportionate, the age of the pupil and whether there are any relevant special considerations such as Special Educational Needs or Disability. This should include considering where there may be an unidentified unmet SEND need.
- B. Consider whether any assessment of underlying factors of disruptive behaviour is needed;
- C. facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- D. Ensure that pupils are never locked in the room of their removal. The only exception to this might be security measures in special schools, where this is part of secure and safe practice.
- E. If a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.
- F. Consider whether the sanction is proportionate, the age of the pupil and whether there are any relevant special considerations such as Special Educational Needs or Disability

Supporting pupils to improve behaviour

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate

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|---|---|
| Pastoral conversation and PSP (see Appendix 1) | A variety of reports which are monitored and reviewed by a member of staff in consultation with teachers and parents. These may be used when an improvement in students' attitude, behaviour, homework or organisational skills is required and where appropriate will focus on positive reinforcement |
| Support plans | These are written by class teachers and supported by the SEND or Senior leadership team when PSP have not been effective. |
| Intensive Support Plans | In more serious situations, the headteacher or another senior member of staff may ask for an ISP to be used. This might be if the pupil has had <ul style="list-style-type: none">○ several suspensions or repeated removals from lessons○ are at risk of permanent exclusion |

Designated staff should be appropriately trained to deliver these interventions. These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

Missing play/lunch times (Detention)

Missed play or lunchtimes are supervised by a member of school staff and may be issued on the same day as the misbehaviour.

Parents will be notified whenever reasonable and necessary when such sanctions have been administered, in accordance with Appendix 1 (see below)

Staff will take into consideration whether the sanction is proportionate, the age of the pupil and whether there are any relevant special considerations such as Special Educational Needs or Disability.

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers 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, support and interventions.

Suspensions and permanent exclusions will only be used as a last resort, and:

- in response to a serious breach or persistent breaches of the school's behaviour policy, and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Our *Fioretti Trust Suspension and exclusion policy* follows the Department of Education guidelines on school suspensions and permanent exclusions. Where required, we will ensure the pupils' potential unmet educational and other needs have been explored and will actively avoid policies and practices that discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

10. Special Education Needs and disabilities (SEND)

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. For some pupils for whom behaviour is a special educational need an adapted system may need to be put in place. This could consist of steps between each of the levels. Take up time for such children will normally be more than you would expect from other children. Children with behaviour as a SEND may have a one-page profile or Behaviour Plan written in-conjunction with the SENCO linked to their SEND needs to outline the reasonable adjustments required.

The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

The school will anticipate likely triggers of misbehaviour using ABCs and put in place support to try to prevent them through example (but not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- 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 conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Our behaviour culture aims to consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom, including pupils with SEND.

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We will always strive to manage pupil behaviour effectively. We are also mindful of pupils' SEND needs. This does not mean we lower our expectations, however some behaviours can be associated with particular types of SEND. Pupils' behaviour will be considered in relation to this, although it does not follow that every incident of misbehaviour will be connected to a pupil's SEND. We will make reasonable adjustments and think carefully about where pupils need additional support to meet behaviour expectations and be successful. When a pupil is identified as having SEND, a graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

Four specific areas of SEN will also be considered in line with the application of this policy:

- **Communicating and interacting** - The school will be considerate in the way in which students are able to reflect, and communicate their view on incidents that occur.
- **Cognitive learning** - The school will be considerate in the way timescales are adopted when allowing students the opportunity to reflect on incidents that occur.
- **Social, emotional and mental health difficulties** - The school will recognise the different ways in which students respond to incidents that occur.
- **Sensory and/or physical needs** - The school will be considerate to the way in which students' needs are met when responding to incidents that occur.

If a pupil has an Education, Health and Care plan (EHCP), with provisions set out in that plan, the academy will cooperate with the local authority and other bodies as relevant and needful.

We will, as far as possible, anticipate likely triggers of misbehaviour and consider support to prevent these.

Support, where appropriate, might include:

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- 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 conditions such as autism.

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

11. Bullying and Anti- social behavior

We will always deal with incidents of anti-social behaviour and bullying swiftly. Anti-social behaviour and bullying may include verbal, physical, sexual or cyber bullying. The headteacher and/or Head of Behaviour and/or Safeguarding Lead will deal with all incidents in a swift and robust manner. We will regularly promote students speaking out and create a culture where students are encouraged to talk to a member of staff if they are concerned or worried about such incidents.

We promote and instil the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs in all its forms through our curriculum. We make use of our curriculum and assemblies to reiterate clear anti-bullying messages. Direct sanctions can range from a formal warning to detentions or exclusions. Fixed term exclusion and restorative approaches are used to serve as a clear message that we will not tolerate any form of bullying.

As appropriate, we will encourage students to:

- tell an adult whenever they have concerns
- understand the definition of bullying
- walk confidently away from confrontation
- surround themselves with supportive friends
- be vigilant, keep watch and be supportive of one another
- report any incidents of bullying
- delete or block any unwanted messages or friends who leave inappropriate comments on social media
- never respond to harassing or rude texts, emails, blogs
- use privacy settings properly.

12. Child-on-Child Abuse, Sexual Violence and Sexual Harassment

We are vigilant to, and will not tolerate, child-on-child abuse. Child-on-child abuse is sexual violence and harassment between children of any sex. It can involve individuals or can involve a group sexually assaulting or harassing an individual or group of children and can be between two children of any age. The NSPCC summary of the Department for Education (DfE) report '*Sexual violence and sexual harassment between children in schools and colleges*' (2018) makes the following points.

Sexual violence includes:

- rape
- assault by penetration
- sexual assault - intentionally touching another person in a way that is sexual.

Sexual harassment is defined as 'unwanted conduct of a sexual nature' occurring online or offline. It can lead to the following:

- a violation of a child's dignity, and /or
- is likely to lead to intimidation, degradation and humiliation
- the creation of a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and 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. It may include
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats.

Staff will challenge any inappropriate language and behaviour between pupils including language perceived as 'banter'. Any instances will lead to the involvement of the Designated Safeguarding Lead (DSL) and are dealt with in line with the safeguarding policy (including making referrals into support services as appropriate), this policy and the anti-bullying policy. Significant sanctions will be used for deliberate or malicious types of this behaviour.

All reports of child-on-child abuse, sexual violence or sexual harassment will be taken seriously and investigated appropriately and the victim will be supported and listened to carefully. Our priority will be their safety.

13. Screening and Searching

Searching and screening can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

The school's duty as an employer means that we have to manage the safety of staff, pupils and visitors. Therefore, the school can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without seeking consent. This can help provide reassurance to pupils, staff and parents that measures are being taken to create a calm, safe and supportive environment.

Headteachers, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

Searching Pupils

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in antisocial or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage property
- Any item banned by the school rules which has been identified in the rules as an item which may be search for – the governors have deemed mobile phones as 'prohibited item'.

Children's Mobile phones in school

Any phones brought to school, must be handed in at reception and will be given back at the end of the day. Any children found with a phone in classrooms / playground / corridors will have the phone confiscated and placed in the office. If this is repeated, parents will be notified and the child will not be allowed to bring their phone to school for an agreed amount of time (this is allowed under Education and Inspections Act 2006).

Pupils and their possessions can be search without their consent where they suspect the pupil has a 'prohibited item'

Headteachers, and staff they authorise have the power to search a with or without agreement.

Before any search takes place, the member of staff conducting the search will explain to the pupil why they are being searched, how and where the search is going to take place, give them the opportunity to ask any questions and seek the cooperation of the pupil.

If the pupil still refuses to cooperate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

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Any search will take place away from other pupils, on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. The member of staff conducting the search will be of the same sex as the pupil being searched and there will be another member of staff present as a witness to the search unless:

- the 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 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 a member of staff conducts a search without a witness they will immediately report this to another member of staff, and ensure a record of the search is kept.

The person conducting the search will not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the pupil agrees. If the pupil withdraws their agreement to search, a search may be conducted for prohibited items. These will be conducted in the presence of the pupil and another member of staff except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Staff may lawfully search electronic devices, if there is a reasonable suspicion that the data or file on the device has been, or could be used to:

- cause harm, or contain harmful material
- disrupt teaching
- break school rules
- commit an offence
- cause personal injury
- damage property.

Any data, files or images that are suspected might constitute a specified offence will be delivered to the police as soon as is reasonably practicable.

If it is suspected that there may be an indecent image of a child, the member of staff will never intentionally view the image, and will not copy, print, share, store or save such images. In these circumstances, the device will be confiscated and the designated safeguarding lead will advise on the school's response.

In exceptional circumstances members of staff may dispose of the image or data if the data or files are not suspected to be evidence in relation to an offence, the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

If a pupil is found to be in possession of a prohibited or banned item, then the pupil will be sanctioned in line with this behaviour policy.

14. Confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

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- poses a risk to staff or pupils;
- is prohibited,
- Is banned
- is evidence in relation to an offence

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Controlled drugs will be delivered to the police as soon as possible unless there is a good reason not to do so. In these cases, the member of staff will safely dispose of the drugs. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they will treat it as such.

Other substances which are not believed to be controlled will also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.

Any weapons or items which are evidence of a suspected offence will be passed to the police as soon as possible.

Where a person conducting a search finds alcohol, tobacco, cigarette papers or fireworks, they may retain or dispose of them but will not return them to the pupil.

If a member of staff finds a pornographic image, they will dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it will be delivered to the police as soon as reasonably practicable. Members of staff will never intentionally view any indecent image of a child and will not copy, print, share, store or save such images.

Where a member of staff finds stolen items or items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property, these will be delivered to the police as soon as reasonably practicable or returned to the owner, or dispose of it if returning them to their owner is not practicable. The member of staff will take into account:

- the value of the item;
- whether the item is prohibited or banned by the school;
- Whether and when retaining or returning the item to the owner may place any person at risk of harm;
- whether the item can be disposed of safely.

If the item is banned, the member of staff will make a decision as to whether to return, retain or dispose of the item according to the above criteria.

15. The Use of Reasonable Force

We strive to create a calm environment that minimises the risk of incidents arising that might require physical intervention. Staff use a range of de-escalation strategies as a preventative measure to avoid physical intervention. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and maintain a safe and calm environment. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils:

- committing an offence
- injuring themselves or others;
- damaging property;
- to maintain excellent order and discipline at the school or among pupils

Physical intervention can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

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Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

We may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Authorised/trained staff may also use such force as is reasonable given the circumstances when conducting a search for prohibited items or items that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

When considering using reasonable force staff will assess risks and consider these recognising any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

16. Behaviour Outside the School Premises

Young people need good personal and social skills in order to live fulfilling and remarkable lives as adults, therefore we expect students to be well behaved both in and out of the school.

This includes

- travelling to, from and around the school
- Taking part in any school-organised or school-related activity (e.g. school trips)
- Activities Wearing school uniform
- Activities in which In any other way identifiable as a pupil of our school

If a student brings the school into disrepute (whether in school time, or outside, on or off the school premises) or their action outside the school premises are believed to offer a risk to the personal wellbeing of another pupil or staff member or disrupt school learning, we may apply appropriate sanctions in line with this behaviour policy.

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

17. Monitoring and Review

Internal data on behaviour will be monitored and analysed internally at least half termly, including behaviour incidents, removal from classrooms, suspensions and exclusions, in order to interrogate and understand repeat patterns and the effectiveness of behavioural measures. Data-based decisions will be made about whether pupils may benefit from additional and alternative approaches, a pastoral review or support from the Special Educational Needs Co-ordinator (SENCo) and the SEND team, or whether specific departments or teachers may require more support. This may include assessment to identify unmet SEND needs. Data will also be analysed to identify patterns relating to pupils sharing protected characteristics to ensure that the policy is not having a disproportionate effect on such pupils.

18. Recording behaviours

- We record all negative behaviours that have required a move in class/last warning or above on 'CPOMs'
- Other behaviours may be recorded to help staff deal with underlying issues or identify patterns of behaviour. This increases our awareness and allows us to look for patterns and recognise potentially disruptive situations and attempt to minimise them e.g. some pupils may find it difficult to co-operate in a group situation for very long and they would require close observation/greater input.

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- If a child regularly receives sanctions for poor behaviour and a pattern is detected, this should be highlighted to the child in a pastoral meeting.
- The parents/carers should also be informed of this information.

19. Legislation and statutory requirements

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- Children and Young Persons Act 1963
- DfE (2022) 'Keeping children safe in education'
- DfE (2022) Behaviour in Schools - Advice for headteachers and staff
- DfE (2013) Use of Reasonable Force - Advice for headteachers, staff and governing bodies)
- DfE (2022) Searching, Screening and Confiscation - Advice for schools
- DfE (2022) Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement - Guidance for maintained schools, academies and pupil referral units in England.
- DfE (2015) Special Educational Needs and Disability Code of Practice 0 to 25 Years - Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities
- DfE (2013) Alternative Provision - Statutory guidance for local authorities

20. This policy will be implemented in conjunction with the

- Suspension and Permanent Exclusion Policy,
- the Physical Intervention Policy;
- the Complaints Policy,
- the Anti-bullying Policy,
- the Child Protection and Safeguarding Policy,
- Fioretti Trust suspensions and exclusions policy

| Zone 1 – Behaviour is good - Positive framing and correction | | |
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| Behaviour examples | Who? | What is our practice? |
| <ul style="list-style-type: none"> • making poor choices • making noises/tapping • chatting • turning around • not being focused • playing/ messing with equipment • not starting tasks • distracting/ disturbing others when working • swinging/ rocking chairs • not completing work • getting out of seat • not following rules 1st time • not supporting team activity e.g. tidy up time • wasting or not looking after resources • talking over others or interrupting <p style="color: #00a0e3; margin-top: 0;">Friendship/ interactional difficulties.</p> <ul style="list-style-type: none"> • accidental hurting others • disagreements between children | <p>Class staff set out expectations clearly, assertively and positively.</p> <p>Small incidents of off task or distracting behaviours are dealt with quickly and effectively.</p> | <p>Record only if you think it is needed. Do record Blue in friendship/ interactional difficulties.</p> <p>Give positive affirmation to students who meet the expectations before dealing with any who don't.</p> <p>As much as possible correction is non-verbal and does not disrupt lessons.</p> <p>Least intrusive intervention e.g. move equipment, non-verbal cues.</p> <p>Assume the best/ assume confusion over defiance - Do you need anything to get started? <i>“There seems to be some confusion— can we just check we’ve all understood the routine?”</i></p> |
| Zone 2 – Caution and reminder -Low level concerns – repetition of disruption/ off task: Low level classroom disruption i.e.: tapping pencil, talking in class despite behaviour techniques. | | |
| <ul style="list-style-type: none"> • Repetition of low-level behaviour as <u>zone 1</u> • Not telling the truth • Interfering with another person’s property • Purposeful antisocial, crude behaviour (passing wind, spitting [not directly at somebody] and belching) • Responding abruptly or rudely towards requests from adults • Swearing as part of general conversation • Not engaging in their work or having a poor attitude to learning • Unsafe behaviour in the corridors and around the site, e.g. running • Unhelpful, uncooperative behaviour, e.g. being obstructive in activities • Misuse of toilets and wash areas • Teasing or deliberately ‘winding up’ other children. • Not following instructions/ class rules • Refusal/ defiance | <p>Classroom Staff - in a firmer tone, explain clearly the behaviour needed.</p> <p>Explain consequence</p> <p>Phrase it positively</p> | <p>Record only if you think it is needed. Do record Blue in friendship/ interactional difficulties.</p> <p>Frame corrective responses by reasserting what you want, not describing their behaviour. <i>Instead of “Sean, stop talking and turn around” say “Sean, check you are looking this way and listening thanks”. Eyes on me</i> <i>Waiting one one</i></p> <p>Keep language positive Remind child of school rules <i>(name) at St Barnabas we (inset rule/ expectation or value)</i></p> <ul style="list-style-type: none"> • <i>You can either or It is your choice ...</i> • <i>I know you will do the right thing</i> • <i>I will be back in a min to check</i> <p><i>Walk away and give take up time</i></p> |


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| <p>Friendship/ interactional difficulties.</p> <ul style="list-style-type: none"> • Making fun of another child’s work or efforts • Name calling • Poking, pushing, pinching or prodding | | <p>If needed teacher may wish to speak to a pupil outside of the classroom. Repeated incidents inform carers or parents.</p> |
| <p>Zone 3 – Repetitive disruption - move - consequence – miss lunch or play</p> | | |
| <p>What are the concerns?</p> | <p>Who?</p> | <p>What is our response?</p> |
| <ul style="list-style-type: none"> • Repetition of behaviour that has previously had a caution and reminder at <u>zone 2</u> (sufficient take up time to correct behaviour must be given) • Play fighting/rough play • Leaving the classroom without permission • Throwing things in class • Answering back or arguing with an adult • Writing graffiti or defacing walls, desks, books or work | <p>Classroom staff with consideration to specific pupil needs (including SPs or EHCPs if appropriate)</p> | <p>Record on CPOMs zone 3 Move in class Children misses play/ lunch 10 mins. Speak to child during playtime/ or lunch time</p> <p>Always record on CPOMs and note zone 3 and 10 min missed</p> <p>Two or more moves in a week- a parent/ carer meeting is booked with teacher (and phase leader if needed) and a <i>pastoral support plan</i> written (step 1)</p> <p>Repeated incidents in a day move to zone 4 After 2 PSPs - class teacher request observation and meeting with SEND/ pastoral team/ SLT</p> <p>Pupils who choose to waste learning time are required to make up lost learning time in their own free time. Work can be sent home.</p> |
| <p>Zone 4 – High-level disruption</p> | | |
| <ul style="list-style-type: none"> • <u>Repetition of behaviour at zone 3 after a move in class</u> <p>Or behaviours which results in:</p> <ul style="list-style-type: none"> • A serious classroom incident /disruption preventing the class from learning • Inflicting purposeful physical harm on another person adult/ child. • Fighting serious • Purposeful destruction or stealing property. • Purposeful: • racist • sexual discrimination • homophobic | <p>Classroom or lunchtime staff to gather information about incident unless it is an emergency.</p> <p>Member of SLT/ pastoral/</p> | <p>Record on CPOMS zone 4 Remain calm and assertive Telephone call the office for SLT Deescalate the situation Speak to SLT with child present so your authority is maintained SLT to contact parents and arrange a meeting with the class teacher present if possible Functional Behaviour Assessment following the behaviour equation A → B → C (Antecedent, Behaviour, Consequence)</p> |

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| <ul style="list-style-type: none"> • purposeful discriminatory behavior • sexual harassment inc up skirting • Possession of any prohibited items. • Answering back or arguing with an adult • Swearing at an adult • serious threatening behavior (verbal or in writing) • dangerous behaviour • up skirting • intimidation /hazing • Putting themselves or others in danger / serious risk of harm. • Any form of bullying or purposeful racist, sexist, homophobic, discriminatory behaviour or sexual harassment (recorded on CPOMS under bullying) • Purposeful refusal to follow direct instructions despite support/ time/ clarification | <p>SEND team – red hand or call to office</p> | <p>Use behaviour resources intervention</p> <ul style="list-style-type: none"> • Class teacher record on CPOMs <p>Depending on the severity and circumstance behind the incident,</p> <ul style="list-style-type: none"> • Pastoral support plan step 1 • Support plan step 2 • Intensive support plan step 3 • Possible suspension, or permanent exclusion |
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Appendix 2

Behaviour at playtime and lunchtime

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| <p>Zone 1 – peer mediation and positive framing</p> | <p>What is our response?</p> |
| <p>Falling out and disagreements</p> <ul style="list-style-type: none"> • Listen to the problem calmly • Find out who else saw what happened. • Listen to all viewpoints then summarise. • Offer advice about how to move forward. • Suggest an apology. • Remind children they have been listened to • and the situation has been resolved. | <p>Listening to conflict / mediation I can see you are upset/ angry I am going to listen to what happened. I will give you both a chance to speak but you must wait your turn and not interrupt. This is what I have heard ... How can we resolve the situation/ stop it happening again? Well done, I believe you can do it!</p> |
| <p>Zone 2 - Caution and reminder</p> | <p>What is our response? -Correction before consequence</p> |
| <p>When a child or group has made a poor choice: for example, arguing over a game, being in an area they shouldn't, not taking care.</p>  | <p>Correction and rule reminder</p> <p>Remind the child of when you saw them playing well (For an individual child) delivered privately away from the group.</p> <p>At St Barnabas we are (ready/respectful/safe) or (we play with kindness, cooperate, show friendship etc.)</p> <p>Set clear expectations with choice or consequence</p> <p>You need to nowor you will be on time/ the game will end, or the equipment will be put away</p> |
| <p>zone 3 – repeated behaviour or rough play</p> | <p>consequence</p> |
| <p>Continuation of behaviour after warning for group/class/year group activity</p> | <p>End game/ take equipment away</p> |
| <p>Continuation of behaviour after a warning for the individual or small groups</p> | <p>Timeout (bench)</p> <p>Following your warning I have seen ...</p> <p>I have seen you being unsafe / unkind/ disrespectful/ playfighting etc... As a consequence, you need to have</p> |

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| <p>Individual or group rough/aggressive play (including playfighting or wrestling)/dangerous/disrespectful use of the equipment— no warning straight to time out.</p> | <p>5 mins (3 for reception) time out to calm down and think about your behaviour. Stay on the bench until I tell you. End of timeout—conversation about how they will make successful choices.</p> <p>Timeout (bench)</p> |
| <p>Zone 4 Serious behaviour</p> | <p>consequence</p> |
| <p>Purposeful:</p> <ul style="list-style-type: none"> · Inflicting physical harm on another person. · Destruction or stealing property. · Lack of respect to adults including: screaming and swearing or refusal to cooperate <p>Any form of bullying or purposeful racist, sexist, homophobic, discriminatory behaviour or sexual harassment</p> <p>Possession of any prohibited items.</p> | <p>See SLT (1 on duty or 2 walkie talkie for SLT to come out 3 take pupils inside DO NOT send pupils in without an adult)</p> <p>Removal from the playground</p> <p>Miss lunch/ play</p> <p>SLT to contact parents and arrange a meeting with the class teacher</p> <p>Depending on the severity and circumstance behind the incident,</p> <ul style="list-style-type: none"> • Pastoral support plan step 1 • Support Plan step 2 • Intensive support plan step 3 |