Holy Cross MAC

Behaviour Policy

At

St John Vianney Catholic Primary School

Responsible for policy	Veronica Gosling
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Rationale

At St John Vianney Catholic Primary School, we seek to promote positive behaviour based on mutual respect between all members of the school community. The ethos of the school and the planning of the broad curriculum, promote the attitudes and values necessary for individual children to contribute positively to their own personal development and so to that of the school.

Our values underpin our approach to behaviour. The school's Behaviour Policy is informed by the school's Catholic Values and one school rule To Love One Another as I have Loved You which underpins every aspect of the work in school, including the curriculum. Throughout our school curriculum, behaviour and values are explicitly taught in order to secure excellent standards of behaviour. Being taught excellent learning behaviour is vital for all pupils to succeed. This will encourage self-discipline and teach children respect for themselves, for other people and for property. It will also help prevent all forms of child-on-child abuse and ensure that pupils complete any tasks to the best of their ability.

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

Our Virtues

Grateful and Generous: Grateful for gifts, others, and each day; generous in becoming people for others.
Attentive and Discerning: Attentive to the world, experiences, and vocation; discerning about choices and their effects.
Compassionate and Loving: Compassionate toward the less fortunate near and far; loving through just actions and forgiving words.
Faith-filled and Hopeful: Firm in religious beliefs and hopeful for the future.
Eloquent and Truthful: Truthful and articulate in expressing emotions, beliefs, and relationships.
Learned and Wise: Finding God in all things and using knowledge wisely for the common good.
Curious and Active: Curious about the universe and active in making positive changes in the world.
Intentional and Prophetic: Intentional in using earth's resources responsibly and prophetic through positive personal example.

A consistent and fair approach is essential. By having simple, clear and well communicated expectations of behaviour, behaviour can be managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

Purpose of the behaviour policy
To provide simple, practical procedures for staff and pupils that:

- Foster the belief that there are no 'bad' pupils, just 'bad choices'
- Encourage pupils to be kind, confident and curious
- Encourage pupils to recognise that they can and should make 'good' choices
- Recognise behaviours that reinforce the school's Values and positive behaviours for learning
- Promote self-esteem, self-discipline and self-motivation
- Teach appropriate behaviour through positive intervention

All staff will:

- Take time to welcome pupils at the start of the day and following transition times i.e. after lunchtime
- Never walk past or ignore pupils who are failing to meet expectations

- Always redirect pupils by referring to ‘Be Fair, Be Kind and Be Safe’ and the school’s values
- Actively promote and recognise desirable behaviours publicly
- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know classes, groups and individual pupils well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by pupils
- Demonstrate unconditional care and compassion
- Model the behaviour we expect to see in our children

The Senior Leadership Team will:

- Be a visible presence around the school
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage use of positive praise through rewards, phone calls and certificates
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions and communicate this data regularly to relevant staff
- Support teachers, teaching assistants and lunchtime supervisors in managing pupils with more complex or challenging behaviours

Pupils want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

St John Vianney Behaviour Curriculum

At St John Vianney Catholic Primary School, we develop children's character through our 'behaviour curriculum'. In order to build character, we define the behaviours and habits that we expect pupils to demonstrate. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them.
The content of our behaviour curriculum has been designed around three behaviour principles:

- **Be Fair**
- **Be Kind**
- **Be Safe**

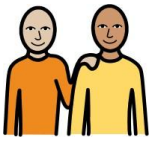
These three principles are promoted in all aspects of school life. We have made them simple to recall, so that they can be referred to more frequently and consistently by all adults. Children can strive to demonstrate the behaviours that are most important to improving their learning. Achieving consistency in the way that these principles are applied is vital in the successful implementation of our behaviour policy.

The Role of Parents/Carers

The role of parents is crucial in helping our school develop and maintain good behaviour. To support the school, parents are encouraged to take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with us while continuing to work in partnership with our school. Pupils who struggle with their personal discipline benefit from a consistent approach at school and in the home. Class teachers and parents will need to work in partnership. Simple agreements that give the child the same message have maximum impact. Parents have ultimate responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate, parents will be called in to school to help support the school in the management of their child's behaviour.
Specific ways that parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them.
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school.
- By knowing that learning and teaching cannot take place without appropriate behaviour.
- By signing the Home School Agreement which outlines the responsibilities of the school, children and parents/carers.

The table below gives some ideas of things that might be covered by each principle but these can be adapted to suit the age and stage of each class. Children are encouraged to consider the school rules in all areas of the school and at all times of the school day.

Our Behaviour Blueprint At St John Vianney Catholic Primary School, everyone tries their best to make sure that we are fair, Kind and safe.	
Fair 	Give your full attention Try your hardest in each lesson Be involved in respectful class / group discussions Be resilient & face new challenges with a positive attitude Wear the correct uniform at the correct time. Come into the classroom promptly in the mornings and be ready to learn Have a positive attitude Respond immediately to the end of playtime signal and walk calmly back to class Make sure your area is tidy and ready for learning
Kind 	Be kind and polite to all adults and children Respect school property, property of others and the environment around us Be honest Follow instructions Use appropriate language Wait our turn to speak Say please and thank you at the correct times Show compassion to the views of others Celebrate differences Hold doors open for others Let adults through a doorway before walking through yourself Ask adults and children questions such as 'How are you today Mr/Mrs…..' Show gratitude to others by thanking them for what they have done for you Do things for others because it feels good Laugh with others, not at others Give your very best Succeed gracefully and take joy in the success of others Be present and focussed when someone else is speaking
Safe 	Keep ourselves and others feeling physically safe and emotionally safe Keep hands and feet to ourselves Use lesson resources / playground equipment for what they are supposed to be used for Make sure four chair legs are on the floor Know and follow the fire procedures Avoid play fighting or rough play Use wonderful walking (steady pace, straight line, appropriate volume, on the left of the corridor or path) Follow the end of breaktime routines, demonstrating wonderful walking Avoid bringing sharp or dangerous instruments to school, toys or any item that might cause a problem

Our behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year.

Adult Strategies to Develop Excellent Behaviour

- **IDENITIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

Responding to Misbehaviour

When a member of our 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 our 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 should be to maintain the culture of excellence throughout the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

Our Approach to Positive Behaviour Management

Children are encouraged to take responsibility for their own actions and behaviour; as well as consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced.

Behaviour management begins at classroom level with a positive and proactive approach. This could include:

- redirection
- distraction
- non-verbal strategies
- rule reminder
- gentle encouragement
- sitting with a teaching assistant or other adult
- sitting in another part of the room but still within the lesson
- peer led approaches – changing groupings, encouraging positive pairings, peer-mentoring

For the vast majority of our pupils a gentle reminder of the expectations, or nudge in the right direction is all that is needed. However, pupils who continue to make poor choices must know that they are responsible for these. Staff will make it clear to the pupil in what way they have not met the expectations and link the sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger. Adults are expected to de-escalate skilfully. De-escalation techniques may include:

- distracting
- behaviour reminder
- time out offered

- active break
- choices
- consequences
- reassurance/calm talking
- step away/space
- negotiation

Positive framing – Two-minute intervention

What we say in response to poor behaviour is important. Consistent and clear language should be used when acknowledging positive behaviour and addressing misbehaviour. When a child is not following instructions or their behaviour is wobbling, the chat with that pupil is to try and reset expectations. The focus of the conversation must be returning to learning. Asking a child to step out of class and having a 'reset and return' conversation can be very effective. These short interventions should be predictable and safe, creating a model of inclusive practice. Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with.

Being able to use '**positive framing'** to address any undesirable behaviour is also an effective way to communicate your response. Here are some key phrases that we may use.

- Start with curiosity and a space for the child to speak: 'Are you OK?' Be curious not furious.
- Accept where we are: 'I asked to speak to you because I noticed you were struggling to keep to our rules.'
- Signal where we are going: 'This is just a pause – I want to get you back to working'
- Reset expectations: 'We have agreed that "safe" is one of our rules, I need you to…'
- Offer help: 'What do you need most right now to help you get back to learning? Or just: 'How can I help?'
- Plan to go back in: Some children will need a bit longer to breathe, shake it off and walk back in. Sometimes the adult may need to return separately to allow the child to save face.

Scripting

Some situations may be addressed with '**assertive redirection'**, especially where the conversation is a redirection rather than a restoration. The following phrases may be useful in these situations:

- I need to talk to you about our 'fair, kind, safe' rule.
- You know the routine for…
- You could make this right by…
- Where in the room would you learn best?
- Let's focus on what is going to happen next
- I don't expect I will need to speak with you again. You look ready to work.

Sanctions

Our approach to sanctions concentrates on encouraging children to make sensible choices and putting things right when possible.

Pupils are more likely to respond positively to the enforcement of behaviour routines and any consequences when they learn to anticipate, with some certainty, that the teacher will do the things they say they will do. We do not shout or use excessively harsh corrective language. We follow through on our use of consequences calmly and systematically.

If a child breaks a school rule (e.g. by disturbing others through chatting, calling out etc.) the 'Behaviour Pathway' should be followed with children moving to the next level on the ladder if the behaviour continues or worsens. As a general principle, time will be given between assertive interventions for the pupil to readjust his/her behaviour.

Adults will exercise their professional judgement, using their knowledge of the child and the intentionality of the behaviour to determine which step to take. At St John Vianney Catholic Primary School we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. We refer to a child's behaviour becoming 'dysregulated'. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher, teaching assistant or lunchtime supervisor who was first to notice and deal with the behaviour.

Sanctions and consequences

Sanctions should:

1. Make it clear that unacceptable behaviour affects others, is a serious offence against the school community and is contrary to the school's values
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
4. Sanctions need to be in proportion to the offence

At St John Vianney Catholic Primary School, we use a clear Behaviour Pathway that could lead to the following consequences:

1. **Rule reminder**
2. **Warning**
3. **Calming time/time out**
4. **Immediate consequence/Follow up**
5. **Repair/restorative conversation**
6. **Parental involvement including the child**
7. **Restorative conversation with SLT (straight to this step if serious incident)**
8. **Individual Behaviour Plan**
9. **Exclusion**

Staff should remember that it is often best to praise in public (PIP), reprimand in private (RIP).

Our Rules	Visible Consistencies	Recognition over and above
Be Fair Be Kind Be safe	• Daily meet, greet and smile • Expected behaviours praised first • Wonderful Walking • Daily reinforcement of the school values Love One Another as I have Loved You • Zones of regulation check in available for all children to access • Staff accompany children to and from the playground/lunch	• Verbal and non-verbal recognition • House points • Dojo pints • Stickers • Headteacher Award • Marble in the Jar • Stars of the week • Home contact

Relentless Routines		
Praise in Public (PIP) Remind in Private (RIP)	Wonderful Walking around school Count Down from 5	Consistent Language

Behaviour Pathway Our stepped approach to boundaries with microscripts	
We use a consistent and gentle approach to addressing poor choices: ✓ use pupil's name ✓ child level ✓ eye contact ✓ deliver message	Behaviour Pathway consequences: **1. Rule reminder** **2. Warning** **3. Calming time/time out** **4. Immediate consequence/Follow up** **5. Repair/restorative conversation** **6. Parental involvement including the child** **7. Restorative conversation with SLT (straight to this step if serious incident)** **8. Individual Behaviour Plan** **9. Exclusion**
1. REMINDER	
• I noticed you chose to …… (noticed behaviour) • This is a REMINDER that we need to be (Ready, Respectful, Safe) • You now have the chance to make a better choice, Thank you for listening	***Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk wonderfully. Thank you for listening.'*** **The aim is to get back on track.**
2. WARNING	
• I noticed you chose to …… (noticed behaviour) • This is the second time I have spoken to you about (insert rule) and you're going to need to see me for two minutes at break to discuss this/complete your learning at home after school • If you choose to break the rules again you leave me no choice but to ask you to leave the room / go to	***Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You now need to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'***

the reading area / shared area/ different classroom …. • Do you remember when ……. (example of previous good behaviour) That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening	
3. TIME OUT	
• I noticed you chose to …… (noticed behaviour) Some children may have designated 'safe spaces' to help them with this. <u>Classroom/ shared area</u> • You need to: 1. Wait outside the classroom/Go to reading area/ Go to shared area 2. Go to sit with another class 4. Go to the Assistant Head or Headteacher's office <u>Playground</u> • You need to: 1. Stand by a staff member for 2. Stand at the fence/sit on the bench 3. Go to Assistant Head or Headteacher's office	***Example - 'I noticed you have chosen to use rude words. You are breaking the school rule of being respectful. You now need to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'*** *DO NOT describe child's behaviour to other adults in front of the child* *Other members of staff must not ask the child to describe their behaviour or get involved unless prompted* Time out might be a short time outside the room, at a particular place. It is a few minutes for the child to reset, calm down, breathe and look at the situation from a different perspective and compose themselves. Teachers determine how long a pupil has time out for (5-15 minutes) Being removed from class is a consequence Work should *not* be taken to time out - this time is intended to be for reflection on behaviour. This is not the time for the adult and child to discuss the incident. At the end of the time out the pupil returns to their classroom and continues with their work. Any missed work must be caught up within the lesson or as soon as possible afterwards. If the pupil is not ready to return to class, the class teacher can arrange for them to work in another class for the remainder of the session. **Behaviours reaching this step should be recorded on CPOMS.**
4. FOLLOW UP, REPAIR AND RESTORE	
Use some of the following questions to help guide the conversation after a time out, if deemed necessary. 1. What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? 6. What should we do to put things right? 7. How can we do things differently? 8. What was unusual about today's lesson? 9. Why do you think things went wrong?	*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important* Adjust this approach to the age/stage of the child Not every incident needs to be resolved with a restorative conversation. It is needed when trust is broken and when behaviour has gone below the minimum standards i.e. moving quite far down the sanction ladder to the stage of time out or a serious breach of the behaviour policy. This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move

	forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement, we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

Logging Behaviour Incidents

Adults should log the following incidents on CPOMS if they arise for a child in their class:

- Incidents reaching Stage 3 (as described above)
- When a pupil damages property on purpose (belonging to school or to another individual in school).
- Racist incidents (these also need to be reported separately to the HT).
- Severe swearing/verbal abuse.
- Incidents in which another individual (child or adult) has been injured/assaulted with proven intent[1].
- Incidents in which another individual has been injured/ assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved[1].
- Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied and any incidents between them and the 'bully' should be logged).

[1] *It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses.*

Serious breaches of the Behaviour Policy

In certain instances, a child may commit a "serious" breach of the behaviour policy. All serious behaviour incidents will be investigated by a member of the Senior Leadership Team before final decisions are taken. See examples below.

If a child is sent out of class or from the playground 3 or more times in one week
Refusal to follow adult instructions – after a warning, second warning and time out
Intentional harmful physical contact with a child or adult (hitting, kicking, shaking, biting, hair-pulling, etc.)
Verbal abuse or threatening behaviour against a pupil or adult
Bullying in any form
Racial, cultural, disability or any discriminatory abuse
Inappropriate sexualised behaviour
Inappropriate language or tone at an adult
Deliberately intending to endanger another child or adult
Deliberately damaging any property
Stealing
Use, or threat of use, of an offensive weapon
Any other significant breach of the behaviour code where 2 members of the SLT agree that a serious behaviour has occurred
Any other breaches that would fall under the category of child-on-child abuse as stated in 'Keeping Children Safe in Education'.

Exclusions and Managed Moves

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for Headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. Suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected. At St John Vianney's , the Headteacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor

behaviour which has not improved following in-school sanctions and interventions. A suspension can be enforced under these conditions:

- Staff (and other pupils) need respite after an extreme incident or a series of serious incidents
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home may have a positive impact on future behaviour

If these conditions are not met, other options may include time in seclusion with a member of the SLT.
We understand that throughout this process, we will explain what is happening and why it is happening to parents and arrange meetings to discuss.

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that 'something happened if it is more likely that it happened than that it did not happen'. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, Headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Oak National Academy and Seesaw.

The school's legal duties to pupils with disabilities or SEN remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons, and asked to log on or utilise online pathways, should always be recorded as a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is unsafe or disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- 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.

For any permanent exclusion, Headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

As a school, we will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and school's guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

The decision to permanently exclude a child is a serious one and should normally be used as a last resort by the Headteacher. Any decision taken will also be in line with Coventry's Exclusions Guidance and statutory guidance from the DfE

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf
Parents have the right of appeal to the Governing Body against any decision to exclude.

Where appropriate, we also consider a managed move for a child. A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests.

Restrictive Physical Intervention

What is Reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This 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.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School 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.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can 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
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Where reasonable force has been used, it will be recorded onto the CPOMS system. Parents will always be informed of any use of reasonable force as will members of the SLT.

After School Clubs

The school's high expectations for behaviour will be applied consistently through all parts of the day, including while children are at after school clubs and Kingfisher Club. In order to achieve this, after school club leaders and supervisors will receive training from the school in the principles of behaviour management. Support in managing behaviour effectively will be provided by the class teachers, key stage leaders and the Headteacher.

If problems with individuals persist, Supervisors will record names and incidents and consult with the school's leadership team who will record on CPOMS. Parents will be involved in a discussion of their child's behaviour. Pupils who persistently offend may not be able to attend after school clubs.

Pupils attending after school clubs may be rewarded according to the agreed school's rewards system.

Behaviour Out of School

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

We will always cooperate with the Police in any investigation of incidents which are thought to involve St John Vianney Primary School children.

Supporting Children with Special Educational Needs or Disability or Social, Emotional or Mental Health Difficulties

We are especially aware of the needs of some of our more vulnerable children e.g. looked after children, children with SEN, physical or mental health needs, attachment needs and ACEs. All children at St John Vianney are expected to follow the school's behaviour code. However, a few children may not be able to respond to the whole school incentives and sanctions in the same way as others.

The usual whole school systems for incentives and sanctions are unlikely to motivate children with such difficulties and reasonable adjustments will be made to support their needs. They may need a personalised programme of support that is tailored to the individual child's needs and aimed at helping them break out of this negative pattern of behaviour. This will be co-ordinated by Mr Gormley (SENCO) and the child's class teacher, in partnership with parents. The child will work towards small achievable targets and motivating rewards, to ensure that they experience success on a regular basis. Where necessary, staff are also provided with training on the needs of the pupils.

When any child reaches this stage, support and incidents will be logged by the school on CPOMS in case the child needs to be referred to outside agencies, or in case of suspension or exclusion. All plans will be prepared in conjunction and shared with class teachers, other relevant school staff, parents and when appropriate, the child.

If a child's behaviour is being supported through a personalised programme of support, reasonable adjustments will be made until a time where it is agreed that the pupil can be supported through a reinduction into school behaviour systems, rules and routines.

Monitoring and Evaluating Behaviour

In order to help monitor the effectiveness of the Behaviour Policy, SLT will review the application of the behaviour policy through observations and the scrutiny of CPOMS. CPOMS allows SLT to collect behaviour incident data, and combine this with other data such as attendance and safeguarding. This allows us to look for patterns and trends for individual children and groups of children.

The Governors will review the policy at least every year.

This policy should be read in conjunction with the following policies: Anti-Bullying, Child Protection (including allegations against staff), Complaints and Whistleblowing.

Legislation

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

Behaviour in schools: advice for headteachers and school staff 2024

Searching, screening and confiscation: advice for schools 2022

The Equality Act 2010

Appendix 1

The consequences below are indications of the level of consequence and are not an exhaustive list. Consequences are personal to the individual pupil and their needs.

Typical behaviours at Level 1	**Possible Level 1 consequences**
Low Level disruption Failure to follow instructions (first time) Low Level failure to be Ready, Respectful or Safe. Corrected following reminders. Swinging on chair Interrupting/calling out Not being on task Ignoring instructions Running inside the school building Silly noises Pushing in line Rough play at playtime/lunchtime	Time out A conversation at a time that 'inconveniences them' Rule reminder Verbal warnings Non-verbal signals Change of seating
Typical behaviours at Level 2	**Possible Level 2 Consequences**
Repeated Low-Level Disruption or failure to be Ready, Respectful or Safe Significant Disruption to learning of themselves or others Verbal or physical aggression Persistent stage 1 behaviour Rudeness Swearing Disrupting the class affecting other pupil's learning Inappropriate remarks to other pupils Minor challenges to authority (refusal to comply) Damaging school's/pupil's priority Leaving class without permission Harmful/offensive name calling Continuous rough play at playtime/lunchtime Repeated incidences of playing unkindly at playtime/lunchtime Targeted behaviour towards the same child repeatedly	Time out Movement to another area Senior Leadership Team to provide support alongside the member of staff Parents informed of patterns of behaviour and invited in to discuss strategies with teacher Missed minutes of playtime either with the class teacher or other identified adult **(Maximum of 5 mins)** Time out in another classroom
Typical behaviours at Level 3	**Possible Level 3 Consequences**
Significant verbal or physical aggression Discriminatory language or aggression i.e. Racial, Gender, Homophobic, Transphobic Targeted intimidation or bullying Persistent stage 2 behaviour Persistent swearing Throwing objects with intent to harm Harming someone so they need medical help Continued or more serious challenge to authority Stealing Repeated refusal to do a set task	Time out Movement to another area Senior Leadership Team to provide support alongside the member of staff Parents informed of patterns of behaviour and invited in to discuss strategies with teacher Behaviour Support Plan is agreed with parents, pupil and school staff Possible exclusion or internal exclusion External agency support is requested

Highly offensive remarks to children	
Typical behaviours at Level 4	**Possible Level 4 Consequences**
Significant incidents of intimidation or bullying, usually repeated incidents. Physical assault causing significant harm Persistent stage 3 behaviour Bullying Fighting Racism/homophobic comments Very serious challenge to authority Leaving school without permission Persistent verbal abuse to a member of staff Physical abuse to any member of staff or pupil Malicious physical assault on another pupil or member of staff	Senior Leadership Team to provide support alongside the member of staff Parents must attend meeting to discuss strategies with a member of the leadership team Behaviour Support Plan is agreed with parents, pupil and school staff Possible Exclusion Possible Managed Move External agency support is requested

