



# St Matthias School

## Statement of behaviour principles and Behaviour policy

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Headteacher signature:	Chair of Governors signature:
	
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## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and child referral units in England, including child movement - 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting children with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Statement of Behaviour Principles

At St Matthias School we aim to support all our children to reach the highest possible academic achievement. This means helping them to grow as emotionally, physically and socially healthy young people. Whilst at St Matthias children will grow to understand themselves, their skills, emotions and place in their family and community. We believe that children's behaviour communicates needs, concerns and their emerging personality. Understanding our children's needs and being ready to 'listen to their behaviour' is an important part of our work.

The way we organise our school to support safe and positive child behaviour is purposely complex, with many layers. Each layer is another opportunity to address and then change behaviours for the better. Our intention is to be ready and able to offer effective support to all young people. We will continue to develop our provision and respond to the changing needs of our community.

Our policy could be summed up as follows

1. To care
2. To listen and observe
3. To direct positively
4. To secure positive behaviour

Our policy avoids simply prescribing punishments for poor behaviour. We are a school so we will focus on learning. Securing good behaviour is important because anything else can be a barrier to an individual or others good learning.

#### **Behaviour for Learning**

The school aims to provide a safe, secure, supportive environment where children can learn, and teachers can teach. There is a direct link between the way young people learn and their behaviour. It is the responsibility of staff at all levels to help and encourage children's understanding of socially acceptable and appropriate behaviour.

#### **Encouragement**

To encourage this, staff will:

- Model exemplary behaviour
- Treat all children and adults with respect
- Speak politely to each other and to children
- Build child confidence and self-esteem through positive reinforcement using restorative approaches
- Avoid using critical or sarcastic language
- Recognise child effort and achievements on a regular basis and celebrate success
- Keep parents informed about success, progress and achievements
- Challenge unacceptable behaviour, keeping calm at all times, using the language of 'choice and consequences' and focusing on the 'behaviour' not the individual child.

## Restorative Approaches

We recognise that part of growing up means that children make mistakes and get things wrong. Our restorative approach is another way in which we educate our children and prepare them with the necessary life skills. It is based on building, maintaining and repairing relationships when something has gone wrong. It encourages personal reflection, taking responsibility, positive communication and the ability to hopefully move on.

## 4. Definitions

**Unacceptable behaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor attitude
- Incorrect uniform

**Seriously unacceptable behaviour** is defined as:

- Repeated breaches of the school expectations
- Any form of child-on-child abuse in person or online
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking / Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers, vapes
  - Fireworks
  - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child)

## 4. Bullying

There is no legal definition of bullying, however our school definition of bullying is:

**Repetitive intentional** hurting of one person or a group by another person or group, where the relationship involves an **imbalance of power**. Bullying can be physical, verbal, emotional, sexual or online. It can happen face-to-face or online or sometimes both.

- Bullying can take many forms (for instance, cyber- bullying via text messages or on social media and is often motivated by prejudice against particular groups, for example on grounds of race, religion, sex, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.
- Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical. (See ref: *Preventing Bullying 2017, DFE*).
- The rapid development of, and widespread access to, technology has provided a new medium for 'virtual online' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.
- Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police of the action taken against a child. If the inappropriate behaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. School will always make families aware and ask for support with regards to monitoring their child's online activity and keeping them safe.
- Bullying can be (but is not limited to):

Physical	Punching, hitting, slamming, spitting, slapping
Verbal	Put downs, nasty statements, name calling, taunting, racial/sexual slurs or hurtful comments, threatening)
Emotional	Excluding, shunning, spreading rumours or mean gossip, ruining reputation
Sexual	Saying or doing things that are disrespectful in a sexual way
Online	Using the internet, social media, messaging etc. to communicate mean, disrespectful or embarrassing things

## **Anti-bullying strategy**

- In PSHE and across the curriculum, Anti-bullying is addressed, and strategies are promoted. Children learn about the consequences and what to do if they think they or someone else is being bullied
- Children and parents can report allegations of bullying directly to their chosen member of staff (usually Form Tutor or Year Leader)
- Staff report allegations of bullying via CPOMS
- School investigates all allegations of bullying whether they take place in person or online.
- School investigates all allegations of bullying whether they have occurred in school or off the school premises
- All investigations and outcomes are recorded in Class Charts/ CPOMS or in the child files.
- All investigations and outcomes are analysed to monitor incidents of bullying
- There are appropriate consequences e.g. Suspension

Support for children includes

- Additional pastoral support
- Group work
- Child on Child restorative resolution
- Activities to improve confidence and resilience.

## **5. Roles and responsibilities**

### **5.1 The Governing Body**

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (**appendix 1**)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### **5.2 The headteacher**

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Board
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Making sure that all staff deal effectively with inappropriate behaviour and follow the consistent approach
- Monitoring that the policy is implemented by staff consistently with all groups of children
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all children to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer children both consequences and support when necessary
- Ensuring that the data from behaviour reports are reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy

### **5.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for children and promoting expectations
- Establishing and maintaining clear boundaries of acceptable child behaviour
- Implementing the behaviour policy consistently by following the 'Consistent Approach' and guidelines.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular children
- Considering the impact of their own behaviour on the school culture and how they can uphold school guidance and expectations
- Recording behaviour incidents promptly in Class Charts and where appropriate CPOMS
- Challenging children to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **5.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate e.g. the use of mobile devices and the negative impact this can have in school
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the relevant member of promptly
- Take part in any pastoral work following inappropriate behaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Ensure they have the clear facts before making decisions or undermining the school in front of their children
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

## **5.5 Children**

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

- The expected standard of behaviour they should be displayed around school
- That they have a duty to follow the behaviour policy
- The school's key expectations and routines
- The rewards and commendations they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Children will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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

Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for children who are mid-year arrivals.

## **6. Mobile Devices**

### **6.1 Mobile Phones**

- Children are allowed to bring their mobile phones to school, but they must remain in their blazer/coat pocket or bag.
- The device needs to be switched off or on silent
- Children are not allowed to use their mobile phones at any point during the school day. This includes lessons and around school.
- Mobile phones, airpods or headphones must not be seen or heard at any point during the school day.

### **6.2 iPads**

iPads bought through the school scheme are allowed to be used in lessons with the teachers permission.

Children must not use their iPad in lessons to:

- Search any sites or topics other than those specified by staff
- Send any communication or post any material other than that specified by staff
- Film or take photographs without permission from staff
- Listen to music



## 6.3 Taking photographs

- Children must not use their mobile phones to take any photographs within the school building or grounds, they must also not pose to allow any other children to take photos of them. A number of parents/carers have not given permission for their children's photographs to be used. This way, no images can then be circulated or be used in a negative way.

## 6.4 Consequences

Our guidance is as follows:

**1<sup>st</sup> time** – Confiscated and given back at the end of the day.

**2<sup>nd</sup> Time** - Confiscated , message sent home and given back at the end of the day.

**3<sup>rd</sup> Time** – Confiscated, message sent home, given back at end of the day but banned from having one in school for at least the rest of the term. It can be handed in each morning and collected at the end of each day or left at home, this will be agreed with school and parents.

In addition to the above:

- If we become aware that a child has clearly allowed their photograph to be taken by another child, their device will also be confiscated.
- If we become aware that a child has used their device at home or in school to cause harm or upset to another child(s) there will be additional consequences which will likely involve being banned from having a device in school. Families will be made aware and be part of a risk assessment discussion to establish how they are going to monitor their child's use at home (refer to our Anti Bullying / Online Safety policies)

School can't accept any responsibility for any lost mobile devices. We will obviously help your child to try and find the device but we will not replace it. In PE, children are requested to hand their mobile devices in so that they can be locked away safely. Please advise your children to hand them in so that they are secure.

## 7. Responding to behaviour

### 7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour management within the school. All staff will follow the Consistent Approach to create and maintain a stimulating environment that encourages children to be engaged

This includes:

- Greeting children in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

## **7.2 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection.

We will consider whether a child's inappropriate behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

*(Please refer to our child protection and safeguarding policy for more information)*

## **7.3 Responding to good behaviour**

When a child's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise and encouragement
- Subject and year group commendations
- Communicating praise to parents via a class charts announcement, phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as school ambassadors or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

## **7.4 Responding to inappropriate behaviour**

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

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so children know with certainty that inappropriate behaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising

All children will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour consequences, staff will also consider what support could be offered to a child to help them to meet behaviour standards in the future.

The school may use one or more of the following consequences in response to unacceptable behaviour:

- Quiet word / warning to redirect behaviour and to remind expectations of behaviour
- A 15 minute or a 20-minute Restorative Intervention

- Moving the child to a different class (referred to as Move Class)
- On Call ( if behaviour is disrupting learning or behaviour is not safe)
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Restorative Interventions after school
- Internal Isolations (we don't have a specific room for this)
- Referring the child to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a child 'on report'
- Suspension
- Permanent exclusions, in the most serious of circumstances

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

## **7.5 Physical Intervention**

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

## **7.6 Confiscation, searches, screening**

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

### **Confiscation**

Any prohibited items (listed in section 3) found in a child's possession as a result of a search will be confiscated. These items will not be returned to the child.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents, if appropriate.

### **Searching a child**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the child, and there will be another member of staff present as a witness to the search.

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably possible for the search to be carried out by a member of staff who is the same sex as the child; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, DSL or DDSL who may have more information about the child. During this time the child will be supervised and kept away from other children.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the child is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the child has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other children. The search will only take place on the school premises or where the member of staff has lawful control or charge of the child, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other children or staff at risk
- Consider whether the search would pose a safeguarding risk to the child
- Explain to the child why they are being searched
- Explain to the child what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the child the opportunity to ask questions
- Seek the child's co-operation

If the child refuses to agree to a search, the member of staff can give an appropriate behaviour consequence.

If they still refuse to co-operate, the member of staff will contact the headteacher or deputy to try and determine why the child is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the child. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the child harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items **listed in section 3**, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

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

Outer clothing includes:

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

### **Searching children' possessions**

Possessions means any items that the child has or appears to have control of e.g. their bags and the items in it.

A child's possessions can be searched for any item if the child agrees to the search. If the child does not agree to the search, staff can still carry out a search for prohibited items **listed in section 3**.

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

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

### **Informing the designated safeguarding lead (DSL or DDSL)**

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

- Of any incidents where the member of staff had reasonable grounds to suspect a child was in possession of a prohibited item as **listed in section 3**
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items **listed in section 3** including incidents where no items were found, will be recorded in CPOMS/Class Charts.

### **Informing parents**

Parents will always be informed of any search for a prohibited item **listed in section 3**. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything

- What action the school has taken, including any consequences that have been applied to their child

### **Support after a search**

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

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

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the child's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the child(s) involved. Staff retain a duty of care to the child involved and should advocate for child wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least one of the child's parents to inform them that the police are going to strip search the child and ask them if they would like to come into school to act as the child's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The child's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the child, except in urgent cases where there is risk of serious harm to the child or others.

One of these must be the appropriate adult, except if:

- The child explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the child's decision, and it will be signed by the appropriate adult.



No more than two people other than the child and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the child
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the child, unless the child specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the child specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the child could be seen by anyone else.

### **Care after a strip search**

After any strip search, the child will be given appropriate support, irrespective of whether any suspected item is found. The child will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the child may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's child protection and safeguarding policy and speak to the designated safeguarding lead (DSL and or DDSL). The DSL/DDSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any child(s) who have been strip searched more than once and/or groups of children who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

### **Screening - Knife arch**

School will collaborate with West Midlands police to arrange annual whole school searches. This will be done more regularly if the level of concern is raised by the safeguarding team.

- All children will have their uniform and bags checked by school staff
- Any banned items will be confiscated, and families will be notified, school will decide on the appropriate consequences
- In the event of any drugs or weapons being found by police as children go through the arch could lead to the child being arrested or being reported via 101.

### **7.7 Inappropriate behaviour off-site**

consequences may be applied where a child has behaved inappropriately off-site when representing the school. This means when the child is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a child of our school

consequences may also be applied where a child has behaved inappropriately off-site, at any time, whether or not the conditions above apply, if the inappropriate behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another child
- Could adversely affect the reputation of the school

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

### **7.8 Inappropriate online behaviour**

The school can issue behaviour consequences to children for online inappropriate behaviour when:

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

*Refer to our Anti Bullying Policy and Online Safety Policy*

### **7.9 Suspected criminal behaviour**

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

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

If a decision is made to report the matter to the police, a member of SLT / Year Leader, Pastoral or Safeguarding Team will make the report.

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

If a report to the police is made, the DSL/DDSL will make a report to children's social care, if appropriate.

### **7.10 No tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:



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

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

### **7.11 Malicious allegations**

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

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

## **8. Consequences**

### **8.1 Restorative Interventions**

Children can be issued with Restorative Interventions (RIs) during break, after during term time.

All families are notified via Class Charts

When issuing an RI the school will consider whether doing so would:

- Compromise the child's safety
- Conflict with a medical appointment
- Prevent the child from getting home safely
- Interrupt the child's caring responsibilities

### **8.2 Removal from classrooms (On call and Move Class)**

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

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

Removal is a serious consequence and will only be used in response to serious inappropriate behaviour. Staff will only remove children from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

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

Children who have been removed from the classroom are supervised by staff in a number of ways dependent on the appropriate intervention. This might be to move class, to the HOD / Year Leader or Form tutor. School does not have one designated area for isolating children.

Children will not be removed from classrooms for prolonged periods of time without the explicit agreement of the KS3 / 4 Assistant Heads, Deputy Head or Headteacher.

Children should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a child successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom (Via class charts and phone call)

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

- Interventions with key members of staff
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment

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

### **8.3 Suspension and permanent exclusions**

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

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

## **9. Responding to inappropriate behaviour from children with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

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

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

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

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

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

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

Our approach includes:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of nurture spaces where children can regulate their emotions during a moment of sensory overload

## **9.2 Adapting consequences for children with SEND**

When considering a behavioural consequence for a child with SEND, the school will take into account:

- Whether the child was unable to understand the rule or instruction?
- Whether the child was unable to act differently at the time as a result of their SEND?
- Whether the child is likely to behave aggressively due to their particular SEND?

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

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

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

The school's special educational needs co-ordinator (SENCO) may evaluate a child 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 child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

#### **9.4 Children with an education, health and care (EHC) plan**

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

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

### **10. Supporting children following a consequence**

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

Strategies include:

- Reintegration meetings
- Peer mediation
- Daily contact with a designated member of staff
- A report card with personalised behaviour targets

### **11. Children transferring to school**

#### **11.1 Incoming children**

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

#### **11.2 Outgoing children**

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

### **12. Training**

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

- Positive Behaviour Management
- The school Consistent Approach
- The needs of the children at the school
- The use of Physical intervention
- How SEND and mental health needs impact behaviour

## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural types and incidents, including On Call and Move Class
- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, children, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by Rachel Dickins (Deputy Head) who will report back to the headteacher/governors

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

- Age group, Gender, SEND, FSM/PP, Ethnicity
- Children receiving two or more suspensions
- The reasons / categories for suspensions / permanent exclusion

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

### 13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Full Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Full Governing Body.

The written statement of behaviour principles (**appendix 1**) will be reviewed and approved by the Full Governing Body annually.

## 14. Links with other policies

This behaviour policy is linked to the following policies

- Anti Bullying Policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy

**Signed:**

<b>Headteacher</b>	<b>Chair of Governors</b>
<b>Date:</b>	<b>Date:</b>

## **Appendix 1: Written statement of behaviour principles**

### **Behaviour Statement**

At St Matthias School we aim to support all our children to reach the highest possible academic achievement. This means helping them to grow as emotionally, physically and socially healthy young people. Whilst at St Matthias children will grow to understand themselves, their skills, emotions and place in their family and community. We believe that children's behaviour communicates needs, concerns and their emerging personality. Understanding our children's needs and being ready to 'listen to their behaviour' is an important part of our work.

The way we organise our school to support safe and positive child behaviour is purposely complex, with many layers. Each layer is another opportunity to address and then change behaviours for the better. Our intention is to be ready and able to offer effective support to all young people. We will continue to develop our provision and respond to the changing needs of our community.

Our policy could be summed up as follows

1. To care
2. To listen and observe
3. To direct positively
4. To secure positive behaviour

Our policy avoids simply prescribing punishments for poor behaviour. We are a school so we will focus on learning. Securing good behaviour is important because anything else can be a barrier to an individual or others good learning.

### **Behaviour for Learning**

The school aims to provide a safe, secure, supportive environment where children can learn, and teachers can teach. There is a direct link between the way young people learn and their behaviour. It is the responsibility of staff at all levels to help and encourage children's understanding of socially acceptable and appropriate behaviour.

### **Encouragement**

To encourage this, staff will:

- Model exemplary behaviour
- Treat all children and adults with respect
- Speak politely to each other and to children
- Build child confidence and self-esteem through positive reinforcement
- Avoid using critical or sarcastic language
- Recognise child effort and achievements on a regular basis and celebrate success
- Keep parents informed about success, progress and achievements
- Challenge unacceptable behaviour, keeping calm at all times, using the language of choice and consequences' and focusing on the 'behaviour' not the individual child
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.
- This written statement of behaviour principles is reviewed and approved by the full governing board annually.

