



**St Elizabeth's Catholic Primary School
Behaviour and Discipline Policy**

"Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects."

(Education Observed D.E.S)

Legislative Context

Education and Inspections Act 2006, Section 89

Schools (Specification and disposal of Articles) Regulations 2012

Coronavirus Act 2020

Guidance

Behaviour in schools. Advice for Head teachers and school staff.

February 2024 and associated guides.

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Statutory guidance. July 2026

Restrictive Interventions, including use of reasonable force, in schools April 2026

May 14th 2020 Coronavirus (Covid 19) Guidance and Support DFE -Preparing for the wider opening of schools from 1 June.

Checklist for school leaders to support full opening: behaviour and attendance September 2020

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Please note additional information is provided in Annex A to reflect the particular context of the Coronavirus (Covid19) Act 2020

Appendix C refers to the specific DFE guidance to ensure the safety and well-being of all pupils, parents, carers and members of staff.

Every reasonable effort will be made to support children with complex needs, however the overriding health and safety of all members of the school community remains paramount.

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion Policy
- Special Educational Needs (SEN)
- Equal Opportunities policy
- Safeguarding and Child protection
- Equality Policy (In line with Equality Act 2010)

Introduction

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.

Behaviour and Discipline Policy

- A child with problems is the school's problem not an individual teacher's problem.

Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging through achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

"We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere."

(Discipline in Schools - Elton Report)

Our purpose is:-

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

St Elizabeth's Behaviour System

'Attitude' is carefully tracked at least termly. This includes attendance, punctuality, behaviour, effort, homework and uniform. Each area is colour coded: Green-excellent/very good, Yellow-acceptable/satisfactory, Red-unacceptable. Targets and support are agreed where necessary.

Rules

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Behaviour and Discipline Policy

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

1. Our Code of Conduct is:

Take care of Yourself

- | | |
|--------|---|
| Always | <ul style="list-style-type: none">• Tell someone if you're unhappy or being picked on• Respect yourself |
| Never | <ul style="list-style-type: none">• Do anything silly or dangerous• Stay in school at break times or leave school without permission• Talk to strangers in school unless they have a school badge |

Take Care of Others

- | | |
|--------|--|
| Always | <ul style="list-style-type: none">• Be friendly to visitors, newcomers and other children• Treat others with respect |
| Never | <ul style="list-style-type: none">• Do anything to hurt others (such as hitting/name calling)• Distract others from working• Be cheeky or rude to adults |

Take Care of your School

- | | |
|--------|--|
| Always | <ul style="list-style-type: none">• Be proud of your school• Treat the school with respect |
| Never | <ul style="list-style-type: none">• Steal or deliberately damage school equipment• Drop litter or deface the school building• Enter the school grounds when school is finished |

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalized at FS and KS1.

2. Our Listening Code

When I am asked for my attention I:

Stop what I am doing
Empty hands/show me five
Look at the teacher
Keep quiet and still
Listen to instructions

3. Our Line up Code

When I am asked to line up I:

Walk to the line
Join the back of the line
Keep my hands and my feet to myself
Keep quiet and still
Listen to instructions

4. Corridor Code

When I am in the corridors I:

- Walk at all times
- Am silent (no talking or shouting)
- Keep my hands and feet to myself
- Listen to instructions

5. Lunchtime Code

When I am in the Lunch Hall I:

- Stay in my seat
- Put my hand up to speak to an adult
- Speak politely and with respect to adults (say please and thank you)
- Talk quietly (no shouting)
- Ask permission to go to the toilet
- Keep my hands and feet to myself
- Listen to instructions

3. We have specific rules being enforced on the grounds of health, welfare and safety

a. Food and drink

Children may bring fruit from home to eat at morning play. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds), including sweets, biscuits and drinks.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. Children have regular access to water and are can bring in water bottles. A choice of quality juice, milk or water is available during lunch for hot dinners.

b. Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at school, and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves, it should be taken out at home on the days the child does PE.

Reasons: Rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

c. PE Kit

Appropriate clothing must be worn for all PE activity

Indoors: -No jewellery, bare feet or black pumps, navy/black shorts, white t-shirt

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should have extra clothing to compensate for heat loss.

Outdoors: - No jewellery, trainers, navy/black shorts, white t-shirt, (navy/black/grey tracksuit in certain conditions)-

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles (see PE Policy).

d School Clothing

Behaviour and Discipline Policy

The school has a separate school uniform policy. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled shoes should be worn. Reasons: The overwhelming majority of parents, staff and children expressed their preference for a school uniform. School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes and boots are unsafe for the school environment.

e. **Personal property**

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats. Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

f. **Mobile Phones**

Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the headteacher. Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the headteacher in writing. Such requests will be considered on an individual basis. If permission is granted mobile phones must be handed in to the class teacher upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

Reasons: During school hours contact is possible through the school's land lines. Mobile phones are regarded as hazardous to health. They present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

g. **Artificial Nails**

False nails, including acrylic, shellac/gel, stick-on and press-on nails, should not be worn in school. If children have artificial nails etc on, parents/carers should send a letter in for the class teacher.

Reasons: Artificial nails can present health and safety risks, may interfere with learning and practical activities, and can make effective hand hygiene more difficult. Natural nails should be kept short and clean to ensure pupils can participate safely and fully in all aspects of school life.

Physical Education and Artificial Nails

Artificial nails can pose a risk during PE, dance, gymnastics, and sports by increasing the chance of scratches or broken nails.

Many sporting organisations advise participants not to wear false nails for safety reasons.

Behaviour Guidelines

Procedures

A 'limited shouting' policy is in operation and shouting should only be used as a last resort as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the head should be sent for. If unavailable, the deputy or most senior staff member available should be called.

Behaviour and Discipline Policy

Our Restrictive Interventions Policy clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The headteacher should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school, it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions).

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a 'Smiley'.

Movement Around School - Suggested Procedures for Large Groups

- Call the group together using the familiar phrase: 'Can I have your attention please?'
- Give out any instructions and set expectations.
- Use and enforce 'Our Line Up Code'.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left-hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of personal space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

Movement Around School - Suggested Procedures for Individual Children

- Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.

A minimum of two staff members are required to supervise playtimes for each department. Supply teachers should cover the duty of absent teachers but should never be without support.

Staff on duty should be present on the playground by 8:35am, when children are asked to arrive. One should be present on the yard as children are released at playtime, the other should help ensure the building is quickly vacated before joining his/her colleague. No hot drinks should be taken onto the playground.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

When on duty, staff should circulate and take the opportunity to socialize with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. One member of staff per yard area maximises levels of visual supervision.

An internal bell rings one minute before the end of play to inform other staff of the imminent blowing of the whistle. Upon hearing the bell, staff should go to the yard to collect their classes. If, for whatever reason, the internal bell does not sound, staff should assume that playtime will end at the normal time and respond accordingly. If, for whatever reason, staff do not respond to the bell, the duty teacher should not blow the whistle or send children into the building unsupervised, but send for the head, deputy or most senior teacher available.

Upon hearing the whistle, children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines. Staff send children in a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances, teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Equipment must stay within the designated areas. Any misuse of playground equipment will lead to confiscation.

Any other behaviour at playtime should be dealt with by the teachers on duty or reported to a senior member of staff according to severity or frequency.

Any child needing medical attention at playtime will be dealt with by a member of staff with first aid training.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

Behaviour Guidelines	Rewards
----------------------	---------

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe they are valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards

1) General

- Favourable comments can and should be entered on pieces of work.
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life.
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Headteacher / Deputy Headteacher for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities (computers, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Play Leaders, Peer Mentors, Monitors, School's Council, Prayer Council, Eco Council, Sports Crew -etc.
- Classroom rewards e.g. group points, raffle tickets.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

2) Whole School Reward System: 'Smileys'

As well as the rewards listed above, the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stamps. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include: -

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Smiley the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'.

Once awarded a Smiley can never be deducted

Behaviour and Discipline Policy

They are intended to help staff focus on positive rather than negative behavior e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows: -

Any noteworthy behaviour	1 Smiley (recorded on class chart)
10 Smileys	Teacher commendation: (recorded on individual achievement card)
100 Smileys	FS/KS1/KS2 leader commendation: Bronze Award (presented by leader)
200 Smileys	Headteacher commendation: Silver award (presented by Headteacher)
300 Smileys	School commendation: Gold award (in front of whole school)
400 Smileys	School commendation: Platinum award (in front of whole school)

- Gold and Platinum awards will be presented in whole school assemblies.

A 'smiley' can be awarded by any staff member to any child at any time. All staff may carry 'Smileys' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. The reward should reflect the achievement i.e.

- Bronze Party: up to one session
- Silver Party: up to half a day
- Gold Party: up to a full day

3) **Certificates**

A weekly Stars/Work of the Week Assembly in each department is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Attitude or Achievement. Termly certificates are given for children who have gone above and beyond.

Behaviour Guidelines

Sanctions

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note See also our policy on the 'Restrictive Interventions'.

- If behaviour results in physical or verbal abuse towards a teacher/adult a detailed account should be recorded on CPOMS form including position of injuries.
- If physical intervention of any kind is required then a CPOMS record should be completed as soon as possible.
- Any other incident deemed 'serious' or resulting in injury should be recorded on CPOMS.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENDCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e. 'That was a silly thing to do because...' and not 'You are a silly boy'.

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:

(Classroom teacher)**Use normal strategies:**

e.g. Polite but firm requests, warnings (ticks on board) no more than three. Consider repositioning, separating etc.

Step 1 (Classroom teacher)**Give a final warning:**

Use the agreed phrase, 'This is your final warning. Do you understand?'

Behaviour and Discipline Policy

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

Step 2 (Classroom teacher) Time Out (A)

- Child sent to designated area of classroom.
- 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.

If behaviour improves return to lesson.

*If not or if child refuses, move to **Step 3***

For a regular offender:

- Record who, when, why.
- Possible removal of treats / playtime etc.
- Discussion with SLT and/or SENDCO: consider Behaviour Intervention.

Step 3 (Teacher colleague) Time Out (B)

- Child escorted to designated colleague.
- Up to 1 hour/session working alone without causing disturbance.
- Possible removal of a treats / playtime.

If behaviour improves return to class.

*If not or if child refuses, move to **Step 4***

For a regular offender:

- Discussion with SLT and/or SENDCO: consider School Action of the Code of Practice.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Complete a 'Behaviour Plan' if necessary.
- Parents informed by letter or phone call that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular/enrichment activity linked to improvement.

Step 4 (Team Leader/Head) Time Out (C)

- Child escorted to SLT/Head.
- Up to half a day working alone without causing disturbance.
- Parents informed of isolation by letter.

If behaviour improves return to class.

*If not or if child refuses, move to **Step 5***

For a regular offender:

- Discussion with SLT / Head/ SENDCO: consider the need for School Action Plus
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a Behaviour Plan.
- Parents / LA informed by letter and phone call that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Access to extra-curricular / enrichment activities dependant on progress.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych et

Behaviour and Discipline Policy

Step 5 (Head /SENCO)

Pastoral Support Programme (On Report)

- Teacher completes a Behaviour Plan to identify areas of strength and concern.
- PSP Meeting with parents/child to agree the way forward.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider Statement of Special Needs.
- Consider CAF.
- PSP to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed fortnightly

If targets are achieved remove from PSP.

*If PSP failed, move to **Step 6**.*

Step 6 (Headteacher)

Behaviour Contract

A last step before permanent exclusion

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed weekly.
- Parents, Chair of Governors, Behaviour Support informed.

If behaviour improves return to PSP

*If not move to **Step 7**.*

Step 7 (Headteacher)

Internal Exclusion (up to 5 days)

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Parents, Chair of Governors, Behaviour Support informed by letter.
- LA informed of likelihood of fixed term or permanent exclusion.

If behaviour improves return to class on a Behaviour Contract or PSP.

*If not move to **Step 8**.*

Following latest government guidance

Step 8 (Headteacher)

Fixed Term Exclusion (up to 5 days per term)

- Parents, Chair of Governors, LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract for a minimum of 2 weeks.

If behaviour improves remove from Contract to PSP.

*If not move to **Step 9**.*

Step 9 (Headteacher)

Fixed Long Term Exclusion (up to 45 days per year).

- Parents, Chair and Clerk of Governors, LA Officer informed.
- Discipline Committee meet (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Discipline Committee either reinstate or uphold the exclusion.

Behaviour and Discipline Policy

- Upon return to school or if reinstated child stays on Contract or PSP for a minimum of 10 weeks.

If behaviour improves remove from PSP.

*If not move to **Step 10**.*

Step 10 (Pupil Discipline Committee) Permanent Exclusion

- Parents, Chair and Clerk of Governors, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

Legislative Guidelines

Power to search without consent

Paid staff have the power to search for prohibited items without consent, using reasonable force if required. The items include: knives, weapons, alcohol, drugs, stolen items, tobacco products, fireworks, pornographic items. In this school these searches will only be carried out by either the Head teacher or Deputy Head teacher, who will always have another member of staff present whilst conducting the search. Items found will be dealt with as per the legislation in Section 550ZA of the Education Act 1996.

Confiscation of items

Paid members of staff are allowed to confiscate, retain or dispose of possessions that are deemed unsafe, disruptive to effective learning, or illegal. When this occurs, staff are protected from liability for damage to or loss of these items. In this school, all confiscated items are either retained for a period by the class teacher, then returned home (via parents if deemed appropriate), or passed directly to the head teacher, who will contact parents directly, or the Police in the case of overtly dangerous/illegal items.

Volunteers

Volunteers are encouraged to utilise the rewards available when working with children in school. Volunteers should not routinely utilise the sanctions, but refer this decision to a paid member of staff. However, the head teacher has extended the power to sanction to volunteers who attend school visits, in order to ensure all situations, remain calm and orderly.
Student teachers – use the Behaviour Policy under the guidance of the teacher.

Behaviour outside of school

The school has been given the legal power to sanction children for unacceptable conduct outside of school. In this school, for non-criminal bad behaviour that is witnessed/reported, the school may apply sanctions when the incident:

- occurred when travelling to or from school
- could upset the smooth daily running of the school
- involved the pupil wearing the school uniform
- poses a threat to another pupil/person
- could adversely affect the reputation of the school

Dealing with malicious allegations against staff.

- If an allegation is made against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.
- In response to an allegation staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the school and the individual notified of the reasons.
- Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.
- Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. We will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Children with Special Needs

WHEN BEHAVIOUR MAY BE LINKED TO SEND, TRAUMA, VULNERABILITY

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND or other additional need. Decisions on whether a pupil's SEND/vulnerability had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy.

The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

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

Adapting sanctions for pupils with SEND, vulnerability, trauma

When considering a behavioural sanction for a pupil with additional needs, the school will consider whether:

The pupil was unable to understand the rule or instruction

The pupil was unable to act differently at the time because of their additional needs

The pupil was likely to be dysregulated because of their additional need

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

It is recognised that for some children who are evidencing dysregulation, that appropriate sanctions and consequences may not be appropriate until later on that day or the next day.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from SENIS, inclusion consultant, medical practitioners and/or others, to identify or support specific needs.

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

Pupils with an education, health and care (EHC) plan

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

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan. Parents/carers may also request an emergency review.

Behaviour Support Plans & positive handling plans

In St Elizabeth's we have a graduated approach to SEND and this is resourced and supported by Sefton's own provision map and graduated approach for SEMH. It may be identified that a child requires more support than the universal offer to have their behaviour needs met. A meeting will take place between class teacher, a member of SLT, the pupil and parent/carer. A Behaviour support plan will be agreed – this will be reviewed on a regular basis.

Restrictive Interventions

At St Elizabeth's, we are committed to maintaining a safe and positive learning environment where all pupils and staff feel respected and secure. The use of restrictive interventions is sometimes necessary to protect pupils and staff or to prevent serious disruption.

Definitions

Restrictive Intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Restrictive Intervention refers to using no more force than is necessary to prevent a pupil from:

- Hurting themselves or others;
- Causing significant damage to property; or
- Seriously disrupting the learning environment or the good order of the school.

Guiding Principles

- Physical intervention is always a *last resort* and should be used only when other strategies to defuse a situation have been tried or are judged likely to fail.
- Any use of force must be *reasonable, proportionate, and in the best interests* of the pupil(s) involved.
- Staff will always seek to use the minimum amount of force for the shortest time necessary.
- Where possible, another member of staff should be present to witness the intervention.

Recording and Reporting

All incidents involving the use of restrictive intervention must be recorded in the school's safeguarding log as soon as possible. The Headteacher (or a designated senior leader) must be informed, and parents/carers will be notified at the earliest opportunity.

Training

Designated members of staff receive appropriate training in the use of de-escalation techniques and safe physical intervention methods.

The welfare and dignity of all pupils remain our highest priority at all times.

This policy will be reviewed annually or in the event of change to legislation and/or statutory guidance.

This policy has been developed by consultation with relevant parties and is aligned to the Governors' Behaviour Principles

Updated September 2026

Appendix A

GOOD PRACTICE

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.

6. Do not let children queue.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self esteem. Or, we can give them a positive experience which will build their self-esteem.

Never: -

- Humiliate - it breeds resentment
- Shout excessively - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear words

Appendix B

RECORDING ISOLATION: Notes

Time Out A

It is not essential or even desirable that all isolations are always recorded but do record if:

- Monitoring individuals
- Patterns in behaviour emerge
- An individual is frequently being isolated

Time Out B

All should be recorded on CPOMS:

- To check on frequency of isolation
- Identify any patterns in behaviour
- Facilitate target setting and parent discussion
- To help with possible IEPs

Time Out C

More detailed recording required. What happened, and why.

Letter sent to parents

All should be recorded on CPOMS:

Statements/Comments should be brief but succinct, clear, unambiguous e.g.

‘disturbing class’, ‘being a nuisance’ meaningless and open to misinterpretation

rather : ‘tore up Anthony Brown’s work’, ‘thumped Rebecca Smith in the back’, ‘refused to sit for story etc

Appendix C September 2020

Please note that the information below reflects the DFE Guidance of May 2020 – and is in response to an unprecedented set of circumstances and continues to reflect the school’s mission to keep all members of the school community safe and well. This additional information is underpinned by our overall aims and core Behaviour Principles.

to ensure that behaviour does not inhibit learning or impede potential.

In light of the need for our children to behave differently as they return to school, and follow new systems we have put in place to help safeguard their health and wellbeing we wish to clarify the new requirements expected of all members of the school communities.

Pupils will be expected to:

- follow any altered routines for arrival or departure
- follow school instructions on hygiene, such as handwashing and sanitising
- follow instructions on who they can socialise with at school
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you they experiencing symptoms of coronavirus – which will be outlined to them
- follow rules about sharing any equipment or other items including drinking bottles
- follow amended expectations about breaks or play times, including where they may or may not play
- follow instructions regarding the use of toilets
- follow clear rules about coughing or spitting at or towards any other person
- follow clear rules for working at home about conduct in relation to remote education
- follow our rewards and sanction system as appropriate.

Parents/carers will be expected to:

- Set a clear example by following the changed guidance regarding arrival and collection of children
- Ensure they follow the school's instructions for maintaining social distancing
- Follow the school's instructions regarding what items can be brought to school or taken home from school
- Support the school by reinforcing the changed school rules as noted above.

School staff will be expected to:

- Set an example to all members of the school community by adhering to the new rules
- Regularly remind pupils of the need to follow the new rules
- Maintain the school's rewards and sanctions procedures
- Report any serious infraction which may put others at risk.

The above amendments to our Behaviour Policy reflect the guidance available at the time of writing --- this information is continuously being reviewed and updated to reflect scientific guidance during the Coronavirus (Covid 19) pandemic.

The overriding aim is to ensure the safety and wellbeing of all members of our school community.

