



GOOD BEHAVIOUR AND RELATIONSHIPS POLICY

Our School Vision Statement

All members of our school will be aspirational for themselves and everyone in our community.

Love the Lord your God with all your heart and with all our soul and with all your mind.

Love your neighbour as yourself.

Matthew 22: 37 and 39

At Overleigh St Mary's we develop positive and respectful relationships. Our school is a safe, happy and supportive environment where all can thrive.

We ensure a caring and empathetic ethos where children, families and the community are known and valued as individuals and are at the centre of all we do.

These are the Christian foundations on which our curriculum choices are rooted, underpinned by our values and inform the experience of all.

Throughout their time with us, we equip our children with the necessary skills, attitudes and knowledge empowering them to make a positive contribution and navigate the next phase of their life journey

Love God, Love Ourselves, Love People

Date Created: Summer 2025

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Signed by:

Head teacher

Date: 01.05.2025

Chair of Governors

Date: 01.05.2025

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1. Policy Overview Aims & Expectations

Aims and expectations

It is the primary aim at Overleigh St. Mary's CE Primary School that every member of the school community feels valued and respected and that each person is treated fairly according to the values of the school.

Overleigh St Mary's CE Primary School ensures an environment where exemplary behaviour is at the heart of productive learning. All members of our school community will have aspirational ambition for themselves and others, ensuring children become independent, resilient learners through the development of the *Whole Child*. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. Together, we accentuate the positives and support each of God's children to thrive, face challenge with a *can do* attitude and achieve their potential. Our behaviour policy echoes our Vision, our Christian values and ethos, which permeate everything we do at Overleigh.

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: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Behaviour in Schools: Advice for headteachers and school staff
- School Suspension and Permanent Exclusion

In addition, this policy is based on:

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

This policy complies with our funding agreement and articles of association.

3. Behaviour & Relationship Principles

At Overleigh St Mary's, we emphasise the importance of high standards of behaviour, relationships and attendance for a school's success. This ensures all pupils can progress in their education, and staff can effectively teach and promote learning. The Trust Board supports the right of all community members to work, learn, and play in safe, supportive environments.

Overleigh St Mary's is committed to fostering a positive ethos in each of our academies, promoting a place where pupils feel safe, enjoy learning, develop resilience, and are prepared for future educational stages. Behaviour should never jeopardise the safety of anyone in the school community. All members of our school communities are expected to uphold the Christian ethos, maintain a safe environment, respect each other, and ensure kindness and anti-bullying practices. Behavioural expectations are consistent enough so that all understand, yet flexible enough to meet individual needs, where appropriate.

Key principles of the Good Behaviour and Relationships Policy include:

- Inclusivity: All pupils, regardless of background or need, are respected and supported.
- Boundaries with Compassion: Clear and fair boundaries ensure safety and mutual respect, helping pupils develop self-regulation.
- Calm, kind, consistent behaviour: Adults model these behaviours to guide pupils.
- Restorative Practices: Supporting pupils in repairing relationships and understanding their actions.
- Pupil and Parent/Carer Voice: Valuing input from pupils and parents to create an inclusive culture.
- Christian Ethos: Fostering respect, kindness, and forgiveness rooted in Christian values.

The Trust's Equalities Policy reaffirms the commitment to an inclusive environment, free from discrimination or bullying, in line with the Equality Act of 2010.

At Overleigh St Mary's CE Primary:-

Our three rules are simply **be READY, be RESPECTFUL, be SAFE.**

This policy and our summary blueprint are designed to support the way in which all members of the school community can live and work together in a supportive way and demonstrate these three rules at all times.

The school expects EVERY member of the school community to behave in a considerate way towards others. This includes every member of staff, parents, governors, visitors and children.

We treat *everybody* fairly and apply the behaviour blueprint in a consistent way. The one-page blueprint summary is at the centre of all that we do. Every member of our community should follow the five

pillars of behaviour practice (Paul Dix)

The five pillars are:

- o Consistent, calm adult behaviour
- o First attention for best conduct
- o Relentless routines
- o Scripting difficult interventions
- o Restorative follow up

Adult behaviour (also see Code of Conduct & staff Handbook)

Visible consistency, visible kindness

Praise in public, coach in private

Deliberately bothered, we care about everyone

How adults behave impacts how children behave

Calm and controlled

Clear and polite

First attention for best conduct – reward those doing it right!

- Publicly praise those children doing the right thing
- Ready, Respectful and Safe Stickers
- Positive Recognition Board - to recognise the over and above behaviours we are seeking. (Children's names are recorded when we see children going 'above and beyond'. When all names are on the board, a point is given towards Bronze, Silver, Gold, Emerald, Ruby & Diamond award for all.)
- Positive Notes/Phone calls Home
- Friday Values Reward Certificates - Parents invited to join in person or via zoom.
- Presentation of a school's value badge for behaviour that goes above and beyond to demonstrate one of our school Christian values.
- Rewards linked to class attendance.

Relentless routines

To achieve positive behaviour for learning, we have to teach children routines and expectations and keep reminding them so they begin to self-regulate eg:-

- Legendary lining up – completed silently and always in the same order – personalise as a class. Classes will not be walked anywhere until they are ready.
- Wonderful walking – quiet walking around the school and into the

- building – can personalise to class but is always done silently.
- Ready for Learning – in seats, belongings away, no fiddling, facing front, silent and listening.
- Our expectations should be clear and calm and repeated again and again. Relentlessly over teach it so children get it right and get positive feedback straight away!

Consequences/Sanctions

5 STEPS

1. **Reminder of rules (Ready, Respectful, Safe) delivered privately.**
2. **Caution in private, make them aware of their behaviour. “Stop, think, make the right choice. Think carefully about your next step”.**
3. **Last Chance – Use the ‘Our Script’ below.**
4. **Time Out - Side of the room, time out spot, edge of the field etc.**
5. **Repair – Chat at playtime/lunchtime using restorative language such as:
What happened? What were you thinking at the time? What have you thought since? How did this make others feel? Who has been affected? What should we do to put things right? How can we do things differently in the future?**

See Appendix 2 for guidance on Restorative Questions.

Our Script

Deliver quietly and as privately as possible, maintain pupil dignity - repeat if needed

- I noticed you are ...
- It was the rule about (Ready, Respectful, Safe) that you broke
- You have chosen to ...
- Do you remember last week when you... (Remind the child of previous good behaviour)
- *That* is what I need to see today...
- Thank you for listening

On the playground

- Be aware of where children are and what they are doing –
RELENTLESSLY BOTHERED!

- Be aware of those children who are not in a positive frame of mind that day – classroom staff will support MDAs with this in transition.
- Apply positive praise for best conduct – catch them doing it right
- Be visible as the adult on duty
- Be punctual to collect classes – staff to be out 5 minute before lesson start to collect children
- Routines for lining up and walking into school
- Follow the stepped sanctions if needed – **remind/caution/offer good choices/walk and talk/repair**
- Use the script
- Any member of SLT is available to support
- Big issues may require a walk to defuse then ½ hour timer before unpicking by classroom staff.

Serious incidents and behaviour

The safety of every member of the community is paramount in all situations. If a child's behaviour endangers the safety of others (physically or verbally), then any activity should be stopped and the child will be prevented from taking part until they are calm and able to.

A senior member of staff should be sent for if necessary. *Do not shout at the child – raised voices should only be used at a distance for an immediate threat.*

Any behaviour that poses a safeguarding risk will lead to a child being offered an alternative place for playtime so that supportive work can be done with a teacher in order to understand and address the behaviour. A behaviour plan will be written together with the parents and will be made available to all adults.

Extremely serious behaviour or a series of incidents could result in a fixed term exclusion.

Pupils who have been involved with any serious incident may not be allowed to represent the school at outside fixtures or events.

Pupils whose behaviour is dangerous may not be allowed to attend events or visits where their behaviour may be a risk to others or themselves (but only after a risk assessment is carried out and the head teacher consulted). In extreme cases, it may be necessary to permanently exclude a pupil.

Supporting pupils with specific behavioural needs

As a school, we recognise that certain behaviours are often a sign of an underlying issue or experience of trauma with children and should be further investigated. This is crucial as part of our safeguarding role.

Staff should consider:

- What behaviours is the child demonstrating?
- Are they an indicator of a greater need or worry?
- Can parents shed any light on the behaviour? Is it happening at home too?
- Does the child need someone to talk to or a therapeutic approach?
- Could there be a specific need that hasn't yet been addressed?

It is our responsibility to support pupils wherever we can, particularly if they are experiencing turmoil or worry and their behaviour is a call for help. *This is why relationships with our children and families are so crucial to everything we do at Overleigh St Mary's CE Primary School.*

If we have a concern about a pupil's behaviour and what it may indicate, we should:

- Talk to the child to see if they are worried about anything
- Talk to their parents – are they behaving OK at home?
- Raise concerns with a team leader or other senior member of staff and using our recording system CPOMS to identify patterns and underlying behaviour incidents.

We can offer support in various ways:

- Children identified with behavioural need will access appropriate behaviour intervention, these can include, but are not limited to, Emotional Literacy sessions, Social Skills groups, Elsa groups, Team of Life groups and Play Therapy.
- Access to our safeguarding / inclusion team who are trained in mental health first aid and trauma training.
- Specific support and advice from outside agencies through the school SENDCo (e.g. behaviour support/CAMHs)
- Advice for parents and families with help from the Early Help Team and Parenting group or 1:1 sessions such as 1,2,3 Magic. Our main aim is to always provide families and children with positive strategies in order to strengthen resilience and lessen negative behaviours

Behaviour Plans

If a child is finding it difficult to manage their behaviour then a support plan will be written with the child and parent, this will be reviewed half termly. This will focus on what the key issues are, what helps the child and whether more targeted interventions are necessary. This will be shared with all adults who come into contact with the child to ensure consistency of approach and shared expectations.

4. Definitions

A positive culture is at the heart of our Good Behaviour and Relationships Policy. We aim to create a school environment that is happy, safe, and conducive to learning. Every member of our CDAT family is valued, and we work together to build a culture where kindness, respect, and understanding is evident in every interaction.

At Overleigh St Mary's, we use the following language when discussing behaviour:

- Difficult and/or unsocial behaviour
- Dangerous and/or anti-social behaviour
- Crisis, dysregulated or distressed behaviour

Taking a non-judgemental, curious and empathic attitude towards behaviour is vital. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Pupils displaying 'anti-social' or 'dangerous' behaviours still need to be regarded as vulnerable and whilst pupils' safety is always the priority, we also have a moral duty and obligation to provide appropriate support to those who need it.

Difficult and/or unsocial behaviour may include:

- Disruption in lessons, and during break / lunchtimes
- Non-completion of provided tasks and activities
- Use of inappropriate language
- Appearing to be disengaged
- Refusal to follow given instructions

Difficult/dangerous/anti-social behaviour may include:

- Repeated breaches of the school rules
- Any form of bullying
- 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 such as 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
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items (please refer to any school-specific list as provided in appended information, where applicable)
- 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 pupil).

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying may include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Persistent & targeted name-calling, teasing, sarcasm, spreading rumours
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

In any case where bullying is suspected, an investigation will take place and the school will apply the appropriate consequences in line with the relevant policies.

For more details on how Overleigh St Mary's CE will address bullying concerns please refer to our Anti-Bullying and Anti-Harassment Policy. (On school website)

6. Roles and Responsibilities

6.1 The Trust Board

The Trust Board is ultimately responsible for monitoring the effectiveness of this Behaviour and Relationships Policy and holding each school to account for its implementation.

6.2 The Local Governance Committee (LGC)

The LGC of each school is responsible for overseeing the implementation of this Good Behaviour and Relationships Policy in its school.

6.3 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy to incorporate any school-specific additions, systems, processes, or procedures within the appendix of this policy. Publishing this policy and making it available to staff, parents and pupils at least once a year.
- The day-to-day implementation of this policy.
- The monitoring and implementation of this policy and of the behaviour and relational procedures at the school.
- Establishing the standard of behaviour expected by pupils at the school.
- Being a visible presence around the school, setting the expectations of behaviour and supporting all staff in achieving these.
- Determining the school rules and any consequences for not following these.
- Use behaviour data (CPOMS) to target and assess interventions. Ensuring the data from behaviour data is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.
- Supporting staff (through offering appropriate CPD and training) in providing reasonable adjustments and appropriate provision for pupils with complex needs or who frequently display anti-social or dangerous behaviours.
- Ensuring this policy works alongside the safeguarding policy and if required, considering whether a pupil should be internally or externally suspended/excluded.
- Reporting to the LGC on the implementation of this policy, including its effectiveness.
- 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 pupils to participate fully.

6.4 Staff

All members of staff are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive, high-quality and safe learning environment.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Communicating the school's expectations, routines, values and standards through teaching behaviour, and in every interaction with pupils.
- Modelling behaviour expectations and positive relationships.
- Knowing pupils well and displaying positive relationships with all.
- Being aware of the needs, outcomes sought, and support provided to any pupils who are receiving a personalised plan.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly (in a behaviour log / on CPOMS).
- Setting high expectations for every pupil.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour and relationships.

The school's Senior Leadership Team (SLT) will support staff in responding to behaviour incidents when required and if appropriate.

6.5 Parents and Carers

Parents and carers are expected to:

- Read and understand the Good Behaviour and Relationships Policy and reinforce it at home where appropriate.
- Support their child in adhering to the Good Behaviour and Relationships Policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Ensure their child's regular and punctual attendance at school.
- Take part in any pastoral work following difficult, dangerous or anti-social behaviour (for example, attending reviews of specific behaviour interventions).
- Work collaboratively with school to ensure pupils receive consistent messages about how to behave at home and at school.
- Raise any concerns relating to behaviour and relationships with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school endeavours to build positive relationships and supportive dialogues between the home and the school by keeping them informed about developments in their child's behaviour and the school's policy

6.6 Pupils

There will be regular opportunities to ensure pupils' have a secure knowledge and understanding of the Good Behaviour and Relationships Policy.

During whole school assemblies, worship, values days and class-based sessions, pupils will be made aware of:

- Expectations relating to behaviour and relationships at school.
- Their duty to follow the Good Behaviour and Relationships Policy.
- The school's key rules, routines and boundaries.
- Recognition and rewards they may receive for being positive advocates of the behaviour & relationships policy.
- Boundaries and consequences they may face if they choose not to follow the Good Behaviour and Relationships Policy.
- Support and interventions available to them to help them with their behaviour and relationships.

Pupils will be supported to meet the behaviour standards and will be provided with reminders wherever appropriate.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Good Behaviour and Relationships Policy.

Induction and additional support will be provided for pupils who are mid-year arrivals.

7. Behavioural and Relational Approaches

7.1 High Quality Teaching and Learning

Teaching and support staff are responsible for setting the tone and context for positive behaviour and relationships within the classroom.

This is achieved by staff:

- Creating and maintaining a stimulating environment that encourages pupils to be engaged
- Ensuring clear, predictable routines that all pupils are aware of.
- Displaying and referring to the behaviour curriculum and classroom rules.
- Developing a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Communicating expectations of behaviour in a variety of ways
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption

- Using regular praise and positive reinforcement

7.2 Recognition and Rewards

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with praise and/or specific positive recognition. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and equitably to reinforce the routines, expectations, and norms of the school's behaviour culture.

7.3 Boundaries and Consequences

Boundaries are essential to creating a safe, structured environment where all pupils understand the expectations. Overleigh St Mary's approach emphasises understanding, compassion and empathy in the delivery of boundaries and consequences. When boundaries are not followed, we implement appropriate consequences in line with this policy, always aiming to teach rather than punish.

Boundaries and expectations must be clearly communicated and regularly revisited. When reminding a child of expectations or boundaries, the child must be regulated. De-escalation techniques may be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

On occasions when a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond appropriately in order to restore a calm and safe learning environment, and to prevent recurrence of behaviours displayed. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, equitable and proportionate manner, so pupils know that behaviour related incidents will always be addressed.

Consequences must be planned with a focus on helping pupils understand the impact of their actions and make better choices in the future. We avoid punitive measures that may damage relationships, opting instead for restorative and reflective conversations and consequences that are logical.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. Personal circumstances of the pupil 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. It is important to note that there is no expectation for pupils and/or parents/carers to be made aware of other pupils' consequences due to general data protection regulations.

At Overleigh St. Mary's, we consider the following consequences in light of behavioural incidents.

Nature of Incident	School rule broken	Consequence
Deliberate physical assault of adult	Respectful Safe	• CPOMs record made • Internal/external exclusion • Post exclusion daily visits to SLT member
Deliberate physical assault of pupil (unprovoked serious harm)	Respectful Safe	• CPOMs record made • Internal/external exclusion • Post exclusion daily visits to SLT member
Harm caused following provocation (proportionate reaction)	Respectful Safe	• Restorative meeting • Loss of playtime/privilege

Swearing /abusive language towards an adult/child verbal assault	Respectful	• 'If heard by adult' (not heresay) • Restorative meeting – possible loss of playtime/privilege up to internal / external exclusion (dependent) • Post incident daily visits to SLT member
Not following the E-safety rules	Safe	• IPad/computer ban - length in discussion with ICT co-ordinator
Fighting	Safe Respectful	• Restorative meeting with both parties • Parental involvement • Could include loss of playtime/privilege, internal or external exclusion depending on circumstances • Refer to senior member of staff - daily visits to HT/DHT
Rudeness to an Adult (without swearing)	Respectful	• Restorative meeting – potential loss of playtime/privilege
Inappropriate behaviour towards another pupil/deliberate provocation	Respectful	• Restorative meeting with both parties – parents informed • Log and share • Refer to senior member of staff for repeat or continued behaviours • Possible post incident daily visits to SLT member
Refusing to follow instructions	Ready Respectful Safe	• Restorative meeting with both parties – parents informed
Disruptive behaviour that interrupts learning	Ready Respectful	• Loss of 5 minutes playtime. • Referral via CPOMs to Deputy HT if behaviour is repeated throughout week
Swearing in the presence of an adult	Be Respectful	• Restorative meeting • Loss of playtime (or part of)

8. Reasonable force

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

- Causing disorder

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

Incidents of reasonable force must:

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

At Overleigh St Mary's CE:

Legal and formal in extreme cases Physical restraint

(see 'Use of Reasonable Force' 2013)

All members of staff should be aware of the regulations regarding the use of positive handling and use of reasonable force (DfE 2013). Staff will be updated of any changes made by the government relating to the use of force.

Staff only intervene physically to control or restrain children to prevent injury to a child/children, or if a child is in danger of hurting him/herself or others.

The actions of staff will always be in the best interest of the child and are in line with government guidelines on the use of reasonable force. Under no circumstances will physical force or restraint be used as a form of punishment.

On very rare occasions a child's behaviour plan may include the use of positive handling – Team Teach. This will only be included with the agreement of the family and delivered by staff that are trained to do so. It is only considered in exceptional circumstances where the needs of the child are such that they are regularly placing themselves or others in danger.

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

9. Safeguarding

Overleigh St Mary's CE recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's 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 pupil's social care is appropriate.

Please refer to our Overleigh St. Mary's child protection and safeguarding policy for more information. The CDAT policy can be found at: www.cdat.co.uk/our-trust/policies.html

9.1 Mobile Phones

Overleigh St Mary's strongly discourages pupils from bringing mobile phones or other electronic devices into school. If devices are brought into school without prior and formal agreement from the Headteacher,

parents will be contacted to collect the device. At Overleigh St Mary's, mobile phones/communication devices must be handed to the class teacher on arrival at school, who will store them securely/safely and return them at the end of the school day. Children should not be using phones/similar communication devices on the school grounds before, during or after school unless supervised by their teacher/a member of SLT.

9.2 Confiscation, screening and searching

This section outlines the guidelines for searching, screening, and confiscating items from pupils in line with the Department for Education's (DfE) guidance.

Key points include:

- **Confiscation:** Prohibited items found during a search will be confiscated and not returned. Items harmful to school discipline may be returned after discussion with senior leaders and parents.
- **Searching:** Searches will only be conducted by authorized staff, typically of the same sex as the pupil. In urgent cases, a staff member of the opposite sex may search without a witness. The pupil will be informed about the search process, and if they refuse, sanctions may be applied. Reasonable force may be used to conduct a search for prohibited items.
- **Searching Possessions:** Pupils' possessions, including bags, desks, and lockers, can be searched with or without consent for prohibited items. In urgent situations, a search may be conducted by one staff member.
- **Reporting and Support:** Any search for prohibited items must be reported to the designated safeguarding lead (DSL) and parents/carers will be informed. The school will assess whether the pupil needs support after a search, especially if a safeguarding concern is identified.
- **Strip Searches:** Strip searches (removal of clothing beyond underwear) can only be conducted by police and only where it is considered necessary to remove an item related to a criminal offence. The school will ensure that any such search is necessary and the pupil's wellbeing is considered. Parents/carers will be notified beforehand, and an appropriate adult will be present during the search which can be the parent or carer.
- **Post-Search Care:** After a strip search, pupils will be supported and given the chance to express their views. The school will assess if further support is needed and may refer to pupil's social care if appropriate.

This policy ensures that searches are carried out with respect for pupil rights and safety, with clear communication and oversight.

9.3 Off-site anti-social behaviour

Consequences may be applied where a pupil has displayed anti-social behaviour off-site when representing the school. For example, when:

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

Consequences may also be applied where a pupil has displayed anti-social behaviour off-site, at any time, whether or not the conditions above apply, if the behaviour:

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

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

9.4 Online anti-social behaviour

Overleigh St Mary's can issue behaviour consequences to pupils for online anti-social behaviour when: It poses a threat or causes harm to another pupil

- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

9.5 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, Overleigh St Mary's will make an initial assessment of whether to report the incident to the police.

When establishing the facts, Overleigh St Mary's will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report. Overleigh St Mary's 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 designated safeguarding lead (DSL) will make a tandem report to pupil's social care, if appropriate.

9.6 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.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

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

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

- Responding to a report
- 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 Overleigh St Mary's CE Child Protection and Safeguarding Policy (on our website) for more information. The CDAT policy can be found at: www.cdat.co.uk/our-services/governance/our-trust/policies.html

9.7 Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider

whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy and our allegations against staff policy for more information on responding to allegations of abuse against staff or other pupils. Both CDAT policies can be found at: www.cdat.co.uk/our-services/governance/our-trust/policies.html

10. Internal Exclusions, Suspensions and Permanent Exclusions

10.1 Relocation

If a pupil is displaying dangerous behaviours and putting themselves or others at risk they may be temporarily relocated from the classroom.

During relocation, pupils will continue learning under supervision. Relocation is a serious measure and will only be used after other strategies have been attempted, unless immediate action is needed.

Relocation may be used to:

- Ensure safety
- Restore calm for all
- Provide a controlled learning environment
- Allow the pupil to regain composure in a safe space

Pupils may be given a safe space, monitored by staff to support their well-being. This space is not for punishment, but for emotional support. Efforts will be made to reintegrate the pupil as soon as it is safe and appropriate. If relocation occurs more frequently, the school will consider alternative strategies and discuss with parents/carers.

10.2 Internal Exclusion

If, despite all supportive measures being adopted, a child continually and seriously breaches the school rules, resulting in anti-social or dangerous behaviour, the Headteacher can use a period of internal exclusion where a pupil may not go back to class for a fixed period of time. Instead, the pupil carries out their educational consequences and learning activities away from their classroom in a safe space, with a familiar adult. Parents/carers would always be informed and this would be formally recorded.

10.3 Suspension and Permanent Exclusion

The school may use suspension and/or permanent exclusion in response to serious incidents or in response to persistent dangerous, unsafe and/or anti-social behaviour which has not improved following in-school interventions and personalised plans.

The decision to suspend will be made by the Headteacher and only as a last resort. Following any incident that leads to a suspension, a reintegration meeting will be held to provide an opportunity for reparation and rebuilding of trust and relationships. Every reintegration meeting should involve a restorative and reparative approach.

In extreme situations, the Headteacher may decide, after consultation with the Chair of Governors and CDAT, that permanent exclusion is required.

Please refer to our exclusion policy for more information. The policy can be found at: www.cdat.co.uk/our-services/governance/our-trust/policies.html

11. Supporting Vulnerable Groups

11.1 SEND Support

To ensure inclusive practices for all pupils, those identified as vulnerable will have personalised plans in place if needed.

The school holds high expectations for all pupils but acknowledges that some may face additional challenges in meeting behavioural and/or relational expectations due to individual needs.

Any behavioural incidents will be considered in relation to a pupil's needs. Decisions about these incidents will be made on a case-by-case basis, ensuring a balance of legal responsibilities, such as avoiding disadvantage to disabled pupils (Equality Act 2010) and ensuring the best support and high expectations for pupils with SEND (Children and Families Act 2014).

11.2 Education, Health and Care Plans

For pupils with an EHCP, the school must ensure the provisions outlined in the plan are met and collaborate with the Local Authority. If there are concerns about a pupil's behaviour, the school will work collaboratively with parents/carers and consult relevant external agencies.

The school is committed to making reasonable adjustments and taking preventative measures to support all pupils, ensuring practices meet individual needs.

11.3 Children in Care

For pupils with adverse childhood experiences, exclusion is always experienced as something negative and can be a painful reminder of their earlier life experiences. We will make every effort to avoid suspending these pupils in recognition of the increased risk this poses in terms of them quickly disengaging from the school, due to their early experience of broken attachments and loss. For children in care, we will discuss the rationale for consequences with the assigned Education Adviser from the Virtual School. If there is no option other than suspension or exclusion, then we will make every attempt to ensure the process is as trauma informed as possible with a robust reintegration package.

In cases of serious misconduct, such as sexual violence, harassment, discrimination, or bullying, the school will apply the appropriate consequences in line with the relevant policies.

12. Transition & Induction

At the start of each school year, building positive relationships with all pupils is a priority, as these relationships are key to promoting positive behaviour. This process begins with a thorough transition approach, allowing pupils to meet their new class and teacher before the summer holidays, helping both pupils and staff familiarise themselves with one another. For new nursery and reception children, transition visits will be arranged prior to their start date.

To ensure a smooth transition to the next year, pupils will have sessions with their new teacher(s), and staff will hold transition meetings. Relevant information about pupil behaviour may be shared with appropriate staff at the start of the term or year to ensure continuous monitoring and support.

The school will assist new pupils in adapting to behaviour standards by providing an induction process that introduces them to the behaviour policy and school culture. Behaviour expectations will be clearly communicated to both the pupil and their parents/carers.

A nurturing approach recognises the importance of transitions in a broad context, including changes after holidays, between school years, moving between classes, and even small shifts in activities within the classroom or from the playground. For pupils who have faced adversity, even minor changes can

provoke feelings of anxiety or stress. Therefore, transitions, particularly changes in routine, are carefully managed with appropriate preparation and support to ease the impact on these pupils.

13. Staff Training and Continued Professional Development

Staff play a central role in shaping behaviour and relationships, and their wellbeing is a priority. We provide ongoing training and support for staff, equipping them with the skills to handle challenging situations calmly and consistently. Training on inclusive practices, managing behaviour, and supporting pupils on the inclusion register is provided regularly, aligned with our school's Christian ethos and research-informed principles.

Specific training linked to de-escalation strategies and behaviour and relational approaches will take place annually a training record will be maintained for all staff.

14. Monitoring Arrangements

14.1 Monitoring and Evaluating Behaviour and Relationships

The school will collect data on the following:

- Behavioural incidents (including use of Positive Handling)
- Attendance, suspensions and permanent exclusions
- Use of pupil support units, alternative provision and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be reviewed periodically by SLT and the SENDCO and will be considered from a variety of perspectives including:

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

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

The trust will work with its academies to consider this data, and whether there are patterns across the trust, recognising that numbers in any one academy are often too low to allow for meaningful statistical analysis.

14.2 Policy Review

This policy will be reviewed at least annually by the CDAT Trust Board. Following every review, it will be approved by the Local Governance Committee of this school. The policy may be reviewed more frequently, if needed, to address findings from the monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Trust Board.

15. Policy Links

The following policies may be read in conjunction with this Behaviour & Relationships Policy:

- Statement of Behaviour Principles
- Equality Policy and Trust Equality Objectives
- Inclusion & SEND Statement
- SEND Information Report and Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Health and Safety Policy
- Attendance Policy
- Acceptable Use Policy
- Privacy Notices
- Data Protection Policy
- Records Management Policy

These can be accessed on the Overleigh St Marys CE website or, for Trust policies, at www.cdat.co.uk/our-services/governance/our-trust/policies.html

Appendix 1

Restorative meeting questions:

1. What happened, what did you do?

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective without judgement.

2. What were you thinking at the time?

This reflection helps the pupil to reconsider their actions and replay their thought processes.

3. 'What have you thought since?'

Many doors are opened through this question that might allow the pupil a change of attitude, a shift in explanation or even the possibility of an apology.

4. How did this make people feel?

The child might have been unaware of how other people reacted to their behaviour. The link with the next question is clear. We want to make sure that the child has the opportunity to consider others. To think about the impact of their behaviour on classmates who were worried by their anger, visitors who were shocked or younger children who were scared.

5. Who has been affected?

Often the first response to 'Who has been affected?' is simply 'Me, I got sent out, I am missing my break. It is only with some gentle encouragement that the child can see the bigger picture; you are teaching them to use their conscience. At the end of this section of the meeting ask the learner to list the people who have been impacted before considering the next question, perhaps remarking, 'That's quite a lot of people who have been affected, isn't it?'

6. How have they been affected?

The 5-year-old who pushes in at the front of the dinner queue without any regard for the 29 children who are patiently waiting in line is taught that their behaviour can have an impact on others. Teachers in the early years of schooling spend a great deal of time showing children how their behaviour affects others. They are deliberately encouraging the child to have empathy with other people.

7. What should we do to put things right?

For many adults this is the moment to sit back and wait for an apology to be offered. In many restorative meetings this question can up the ante. Run badly the meeting can seem like a build up to it, so it is important that an apology is not demanded. There may be other ways to put things right. Even if an apology is the obvious 'correct' step from the adult's perspective, resist the urge to guide the conversation that way. Every parent knows that a forced apology is worthless. It might take the child time to reach this point.

8. How can we do things differently in the future? A little bit of forward thinking and/or visualisation is not a bad thing. It is likely that the child will meet similar situations and frustrations in the coming days. Some prior planning will help them to recognise when and how to do things differently.