



REACHING OUR POTENTIAL TOGETHER IN CHRIST

Behaviour and Discipline Policy



Devonshire Street, Accrington BB5 1DW

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ST MARY MAGDALEN'S
CE Primary School



'Reaching our potential together in Christ'
We seek to help all of our learners to 'live and
live splendidly' (John 10:10)

CHRISTIAN VISION STATEMENT

‘To live and live splendidly’ *John 10:10*

By reaching our potential together in Christ.

We believe that through the teaching of God’s word at St Mary Magdalen's Church of England Primary School, we prepare our children for all challenges that lie before them, enabling all our school family to, **‘live and live splendidly’ *John 10:10***

‘By reaching our potential together in Christ.’ We endeavour to provide a rich soil, enabling our children to flourish socially, morally, and spiritually in a safe environment. We do this by being prayerful and accepting of God's word, following our Christian values where love is central to all we do ***Galatians 5:22-23***. It is our vision to inspire our children by creating a love of learning throughout our unique curriculum. We worship by celebrating our uniqueness in the acceptance and respecting of all our differences whilst remembering our faith’s diversities and spirituality. ***John 13:34***.



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Policy Name: Discipline and Behaviour

Subject coordinator: Mrs Helen V Bird

Date reviewed: SEPT 2026

Date to be renewed: FEB 2027

Statement of intent

St Mary Magdalen's CE Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

-  Promoting desired behaviour.
-  Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
-  Ensuring equality and fair treatment for all.
-  Praising and rewarding good behaviour.
-  Challenging and disciplining misbehaviour.
-  Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
-  Encouraging positive relationships with parents.
-  Developing positive relationships with pupils to enable early intervention.
-  A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
-  Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.



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Legal Framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Mobile Devices Policy
- Behaviour Action Plan



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Roles and responsibilities

The governing board will have overall responsibility for:

-  Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
-  Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
-  Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
-  Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
-  Ensuring this policy is published on the school website.

The headteacher will be responsible for:

-  The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
-  Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
-  Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
-  Determining the school rules and any disciplinary sanctions for breaking the rules.
-  The day-to-day implementation of this policy.
-  Publicising this policy in writing to staff, parents and pupils at least once a year.
-  Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

-  Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
-  Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

-  Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
-  Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.



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-  Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

-  Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
-  Aiming to teach all pupils the full curriculum, whatever their prior attainment.
-  Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
-  Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
-  Being responsible and accountable for the progress and development of the pupils in their class.
-  Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
-  Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

-  Adhering to this policy and applying it consistently and fairly.
-  Supporting pupils in adhering to this policy.
-  Promoting a supportive and high-quality learning environment.
-  Modelling high levels of behaviour.
-  Being aware of the signs of behavioural difficulties.
-  Setting high expectations for every pupil.
-  Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
-  Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:

-  SENCO.
-  Headteacher.
-  Subject leader.

-  As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
-  Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

-  Their own behaviour both inside school and out in the wider community.
-  Reporting any unacceptable behaviour to a member of staff.



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Parents will be responsible for:

-  Supporting their child in adhering to the school rules and reinforcing this at home.
-  Informing the school of any changes in circumstances which may affect their child's behaviour.

Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.

This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, and has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – is offensive, intimidating, malicious or insulting behaviour that can make a person feel vulnerable, upset, humiliated, undermined or threatened. **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport



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- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs **annually**, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

-  **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
-  **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
-  **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision



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will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Managing behaviour

The school leadership team determines the school rules. The standard of behaviour expected of all pupils are included in the school homes school agreement which parents sign following their Child's admission to St Mary Magdalen's CE Primary School, instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The SLT will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

Rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. The headteacher must set out measures which aim to promote good behaviour, self-discipline, and respect. The emphasis is always on the positive approach of encouragement and praise using language such as "What would Jesus do?" and following our Christian Vision, rather than on more negative ones of criticism and punishment. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

When giving praise, teachers will ensure:

-  They define the behaviour that is being rewarded.
-  The praise is given immediately following the desired behaviour.
-  The way in which the praise is given is varied.
-  Praise is related to effort, rather than only to work produced.
-  Perseverance and independence are encouraged.
-  Praise is only given when a pupil's efforts, work or behaviour is recognised, rather than continuously without reason.
-  The praise given is always sincere and is not followed with immediate criticism.



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Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

-  **Immediate** – immediately rewarded following good behaviour.
-  **Consistent** – consistently rewarded to maintain the behaviour.
-  **Achievable** – keeping rewards achievable to maintain attention and motivation.
-  **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

-  Verbal praise
-  Communicating praise to parents
-  Certificates, prize ceremonies and special assemblies
-  Positions of responsibility, e.g. being entrusted with a particular project
-  Trips and activities for a whole-class or year group
-  Dojos for in class behaviour management positive and connected to the School's Christian Values.
-  Rewards through **WOWS** – exceptional conduct and behaviour, work ethic and consistency. Weekly recognition of good work conducted by the Headteacher and Deputy Head
-  Good role models of the half-term in awards assembly.
-  House points for good behaviour, work or attitude.
-  Attendance and progress awards.
-  Celebrating good work to subject leaders and the Head teacher.
-  SAPLING, ELM AND ASH – Golden time to celebrate positive choices
-  Reward with the Headteacher for all those children who reach their potential together in Christ by following our Christian Values

Restorative Approaches

All adults need to talk to children before giving reflection sheets to find out why an action has taken place. Sometimes incidents can be resolved through discussion and restorative approaches should be used in response to wrongdoing: Restorative approaches put repairing the harm done to people and relationships over and above the need to assign blame or dispense punishments. Please note the Christian Values MUST be referred to at all times and restorative language MUST also be used i.e. "Can you tell me what has happened?" Please remember to listen to all those involved in an incident. Restorative approaches help to build understanding between individuals and groups of people, they necessitate truth telling and taking responsibility and they enable people to **learn** from their mistakes. **(Appendix 1)** This code of conduct aims to keep the whole school community safe and to ensure children are free from distractions and ready to learn.



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The major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and rewards linked to our behaviour expectations.

Sanctions

-  Track-its for low level incidents – YELLOW - SLT instant notification
-  High level incidents – RED
-  Removal of being part of extracurricular activities
-  Representing school in various ways
-  Spending time with a member of SLT
-  Consequence – missed lunchtime time spent with HEADTEACHER/DHT. Focus on Christian Values, Behaviour Expectations, letter of apology, What needs to happen next?
-  Children will lose responsibilities within school i.e. monitor jobs, sitting on chairs in worship.
-  Any child receiving an internal or external exclusion in the current half-term will not be allowed to leave school for competitions, represent school in any way or any school trips. This is at the discretion of the headteacher and discussion with parents.
-  Removed from class
-  Internal Suspension
-  External Suspension
-  Removed to a safe area
-  Issuing a verbal reprimand and reminder of the expected behaviour
-  Setting a written task, such as an account of their behaviour
-  Removal of privileges
-  School-based community service, e.g. tidying the classroom
-  Behaviour Risk assessment to be completed if required

Reflection

-  Can be completed by any member of staff regarding behaviour in school or taking part in any school organised event or activity i.e. School trips, sporting activities.
-  Please note the Christian Values **MUST** be referred to at all times and restorative language **MUST** be always used i.e. "Can you tell me what has happened?" Please remember to listen to all of those involved in an incident.
-  On completion of reflection, the child's comments will be discussed. (Occasionally there may be a discussion with the class teacher, SENDCO or Head teacher as appropriate if other sanctions or loss of privileges need to occur). All behaviours to be monitored by the nominated behaviour lead weekly. Any incomplete records be investigated by the SLT). Any child receiving three REDS in a week must be referred to the Head teacher.

SLT Referral (Instant Reds On Track It Lights)

SLT referrals will be given in incidents which involve major disruptive behaviours.

The incident is completed by the class teacher on TRACK-IT LIGHTS and signed off by the headteacher (or a Senior Teacher) and parents **MAY** be informed by a member of the SLT if appropriate.



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Exclusion

The headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

-  In school. – Internal Exclusion – this is at the discretion of the headteacher
-  At home - In the case of repeated offences, the number of days in an exclusion will build up when the behaviour is escalating through the SLT Referral Incidents.

Parents have the right to make representations to the governing body (or discipline committee) about exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent review panel.

St Mary Magdalen's CE Primary School are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion. It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

Serious breaches of behaviour expectations will result in immediate exclusion (internal fixed term, fixed or permanent external, school breaks and or lunchtime). This also involves visits out of school.

-  Extreme violence and physical harm to a child or member of staff
-  Extreme swearing
-  Extreme violence to property

St Mary Magdalen's CE Primary School is required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school, including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements. For school-registered **pupils**, or those attending Pupil Referral Units (PRUs), **parents** must ensure that their child attends punctually and regularly. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The **local authority** may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the **pupil** himself/herself. **Parents** have a clear role in making sure their child is well behaved at school. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may apply for a court-imposed parenting order. **Parents** must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not,



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the **school** or **local authority** may issue a penalty sanction of £60 (rising to £120).

Parents must also ensure that their child attends the suitable full-time education provided by the school governing body or the local authority from the sixth day of any exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the **local authority** will apply for a Parenting Order.

We are fully aware that some children with special educational needs require adapted systems and more leniency in that we ALWAYS ensure that procedures are in place to support before choosing to exclude. Government guidance is always followed: where a pupil has an EHC plan, schools should contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review.



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At St Mary Magdalen's we use **Dojos** and **Track It Lights** to record all behaviours **positive** and **negative**.

ACTION	CONSEQUENCE
DOJO AND TRACK IT TOOL	
DOJO GREEN	HOUSE POINTS
DOJO ORANGE	REMOVAL OF DOJO AND LEAD ADULT SPEAKS DISCREETLY TO CHILD - INCORPORATING THE SCHOOL'S CHRISTIAN VISION
TRACK IT TOOL YELLOW	NOTIFICATION TO SLT LIVE BEHAVIOUR MONITORING OF THE SITUATION, FOCUS ON THE CHILD. - INCORPORATING THE SCHOOL'S CHRISTIAN VISION SLT SPEAKS DISCREETLY TO CHILD WHEN AVAILABLE AS OTHER INCIDENTS COULD BE BEING RESOLVED RECORDED ON TRACK OT LIGHTS DETAILED DESCRIPTION KS2 CHILDREN ATTEND LUNCHTIME CONSEQUENCE ROOM 12.30 – 1.00 PM LEAD DISCRETION PACKED LUNCHES TO EAT WITH SCHOOL DINNERS
TRACK IT TOOL RED	NOTIFICATION TO SLT INCIDENT RECORDED DETAILED DESCRIPTION FOR CPOMS - INCORPORATING THE SCHOOL'S CHRISTIAN VISION SLT DEALS WITH SITUATION WHEN AVAILABLE AS OTHER INCIDENTS COULD BE BEING RESOLVED EYFS, KS1 AND KS2 ATTEND CONSEQUENCE ROOM 12.30 – 1.00 PM LEAD DISCRETION PACKED LUNCHES TO EAT WITH SCHOOL DINNERS
1 RED	1 MISSED LUNCH IN CONSEQUENCE ROOM SPEAK TO THE PERSON IN QUESTION INCORPORATING THE SCHOOL'S CHRISTIAN VISION
2 REDS	2 MISSED LUNCHES IN CONSEQUENCE ROOM WRITTEN APOLOGY INCORPORATING THE SCHOOL'S CHRISTIAN VISION
3 REDS	SLT REFERRAL SHEET 3 MISSED LUNCHES IN CONSEQUENCE ROOM SLT DISCUSSION WITH PARENTS FACE TO FACE
SLT REFERRAL ONLINE	
1	3 MISSED LUNCHES IN CONSEQUENCE ROOM SLT - DISCUSSION WITH PARENTS
2	MISSED LUNCH TIME WITH SLT PARENT'S INFORMED
3 IN ANY HALF TERM	FIXED TERM EXCLUSION INTERNAL OR EXTERNAL INTERNAL EXCLUSION ALL CHILDREN NEED TO BE IN CLASS FOR THE INPUT OF THE LESSON AND THEN MOVED TO DESIGNATED AREA.
ORANGE, YELLOW AND RED NOTIFICATIONS NEED TO BE COMPLETED BY THE CLASS TEACHER AND MONITORED ON BY SLT ON THE TRACK IT LIGHT SYSTEM REDS CAN BE GIVEN INSTANTLY FOR MAJOR BEHAVIOURS	
Please note the Christian Values MUST be referred to at all times and restorative language. MUST be always be used i.e. "Can you tell me what has happened?" Please remember to listen to all of those involved in an incident.	

CHILDREN MISSING A BREAK NEED TO BE TAKEN DIRECTLY AT THE ALLOCATED TIME TO THE ALLOCATED ADULT IN



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PERSON. RECORD OF CHILDREN ATTENDING MUST BE LIVE.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

 TRACK – IT LIGHTS TO BE COMPLETED

-  The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff
-  The SLT investigates the incident and decides whether it constitutes unacceptable behaviour
-  If the SLT deems the incident to be unacceptable behaviour, they will record the incident.
-  Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the SLT will determine the period the pupil will be removed from the classroom, as well as any detention time
-  The SLT will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

-  The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension
-  Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour
-  Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget
-  Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan and/or Risk assessment will be created to outline the necessary provisions in place

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

-  The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.



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-  The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
-  The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

-  Persistently misbehaving.
-  Not improving their behaviour following low-level sanctions.
-  Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

-  Frequently engaging with parents, including home visits where necessary
-  Providing mentoring and coaching
-  Long-term behaviour plans
-  Pupil support units
-  Engagement with local partners and agencies
-  Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

School support systems

St Mary Magdalen's CE Primary School has systems in place for supporting pupils and their families who show consistently disruptive behaviour and do not respond to the usual range of rewards and sanctions in place. These are personally planned with the Class teacher, SENDco and Parents when required. This may include links with SEN/Inclusion and/ or alternative provision. This may also include support for parents.

St Mary Magdalen's CE Primary School also consider whether the behaviour under review gives cause to suspect a child is



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suffering, or is likely to suffer, considerable harm, in which case the safeguarding policy should be consulted. They should also consider whether the behaviour might be the result of unmet needs, in which case a multi-agency assessment should be considered. Governing bodies of maintained schools (with regard to relevant statutory guidance) have the power to direct a pupil off-site for education to improve his/her behaviour so Head teachers may also choose to include reference to when and how this power might be used.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

-  Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
-  Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
-  Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
-  Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:



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-  Appearing calm and using a modulated, low tone of voice.
-  Using simple, direct language.
-  Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
-  Providing adequate personal space and not blocking a pupil's escape route.
-  Showing open, accepting body language, e.g. not standing with their arms crossed.
-  Reassuring the pupil and creating an outcome goal.
-  Identifying any points of agreement to build a rapport.
-  Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
-  Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

Members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

-  In an appropriate area of the school.
-  Stocked with appropriate resources.
-  Suitable to learn and refocus.
-  Supervised by trained members of staff.



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The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

-  To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
-  To enable disruptive pupils to be taken to a place where education can continue in a managed environment
-  To allow the pupil to regain calm in a safe space either indoors or outdoors

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Detentions (CONSEQUENCE)

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school will be permitted to impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

Parental consent will not be required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, **30** minutes will be allocated to allow the pupil time to eat, drink and use the toilet.



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Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

-  Knives and weapons.
-  Alcohol.
-  Illegal drugs.
-  Stolen items.
-  Tobacco and cigarette papers.
-  Fireworks.
-  Pornographic images.
-  Any article that the member of staff reasonably suspects has been, or is likely to be, used:



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- To commit an offence; or
- To cause personal injury to any person, including the pupil themselves; or
- To damage the property of any person, including the pupil themselves.

Mobile phones will be handed in on arrival to be collected at the end of the school day completing a consent form by both pupil and parent. Children deliberately keeping phones to use during the school day will be sanctioned appropriately by SLT.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

-  E-cigarettes and vapes
-  Lighters
-  Aerosols
-  Legal highs/psychoactive substances
-  Energy drinks
-  Mobile phones

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

-  Start the year with clear sets of rules and routines that are understood by all pupils.
-  Establish agreed rewards and positive reinforcements.
-  Establish sanctions for misbehaviour.
-  Establish clear responses for handling behavioural problems.
-  Encourage respect and development of positive relationships.
-  Make effective use of the physical space available.
-  Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

-  Conduct themselves around the school premises in a safe, sensible and respectful manner.
-  Follow reasonable instructions given by staff.



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-  Behave in a reasonable and polite manner towards all staff and pupils.
-  Show respect for the opinions and beliefs of others.
-  Complete classwork as requested.
-  Hand in homework at the time requested.
-  Report unacceptable behaviour.
-  Show respect for the school environment.

Classroom rules and routines

St Mary Magdalen's Behaviour Expectations help us to reach our potential together in Christ by

-  Follow Instructions
-  Show Respect for Everyone
-  Show Respect for Property
-  Are Ready to Learn.

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a classroom rules agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable



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to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

Pupils will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

For younger pupils, parents will read the classroom rules agreement with their child and sign it on their behalf.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

-  Seating those who frequently model poor behaviour closest to, and facing, the teacher.
-  Seating those who frequently model poor behaviour away from each other.
-  Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
-  Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

-  Wearing school uniform.
-  Travelling to or from school.
-  Taking part in any school-related activity.
-  In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

-  Could negatively affect the reputation of the school.
-  Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
-  Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying (which may include messages or images generated using AI), witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of



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unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Breakfast and After School Club

St Mary Magdalen's Breakfast and After school club is a paid service provided by school to enable parents to use the facilities as and when needed. Working in partnership with parents, we aim to manage behaviour using clear, consistent, and positive strategies.

Whilst attending our Breakfast and After school club we expect children to:

-  Use socially acceptable behaviour
-  Comply with the school behaviour expectations
-  Respect one another, accepting differences of race, gender, ability, age, and religion.
-  Develop their independence by maintaining self-discipline
-  Encouraging positive behaviour

Dealing with inappropriate behaviour

-  Challenging behaviour will be addressed in a calm, firm, and positive manner
-  In the first instance, the child will be temporarily removed from the activity
-  Staff will discuss why the behaviour displayed is deemed inappropriate.
-  Staff will give the child an opportunity to explain their behaviour, to help prevent a recurrence.
-  Staff will encourage and facilitate mediation between children to try to resolve conflicts through discussion and negotiation
-  If the inappropriate behaviour appears to be because of boredom, staff will consult with the child to find activities that more fully engage them
-  Staff will consult with parents to formulate clear strategies for dealing with persistent inappropriate behaviour
-  If after consultation with parents and the implementation of behaviour management strategies, a child continues to display inappropriate behaviour, the Club may decide to exclude the child. The reasons and processes involved will be clearly explained to the parent/s and child/ren

Data collection and behaviour evaluation

The school will collect data from the following sources:

-  Behaviour incident data, including on removal from the classroom
-  Attendance, permanent exclusion and suspension data
-  Use of pupil support units, off-site directions and managed moves



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Incidents of searching, screening and confiscation



Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed **termly** by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

Monitoring and review

This policy will be reviewed by the headteacher and senior mental health lead on an **annual** basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.



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APPENDIX 1

Restorative Approaches

A restorative approach is very different to the traditional way that schools have dealt with wrongdoing. First of all, students must tell the truth and own up to what they have done. Then the approach is different in the following respects:

<u>Traditional</u>		<u>Restorative</u>
What have you done?	<i>becomes</i>	What's happened?
Who's to blame?	<i>becomes</i>	Who's been harmed and in what way?
How should we punish them?	<i>becomes</i>	What needs to happen in order to put things right and ensure that this never happens again?

A restorative meeting following an incident brings together the harmed and the wrongdoer. Both sides are able to talk about the incident and together they negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again.

All senior and middle management are trained to work in this way and an ongoing training programme is ensuring that key staff are able to deal with incidents in this way.

Restorative approaches range from: a quick 'restorative chat' in a corridor right up to a full community conference in which there may be as many as thirty people involved. Classroom conferences with difficult classes or 'emotional health checks' are also used to improve learning behaviour.

A restorative approach is highly effective because it:

-  Transforms wrongdoing into a learning opportunity.
-  Supports the needs of the 'harmed'.
-  Creates obligations and support for 'wrongdoers'.
-  Encourages a school-wide culture of mutual respect and care.

Please note, there are some occasions when students cannot be dealt with restoratively, some students with Special Educational Needs for example. These students will be dealt with individually according to their needs.



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