

WELL-BEING AND READINESS TO LEARN POLICY

Behaviour policy

At St Ambrose we endeavour to maintain the outstanding standard of care, guidance and behaviour that will allow us to continue to work towards fulfilling our Mission Statement.

Mission Statement

At St Ambrose RC Primary School, In God's family, we grow and learn in love, hope and faith; Loving Hands, Loving Hearts, Loving Minds.

In order that we might have life in all its fullness, our school family will:

- Warmly welcome everyone to our school as Jesus welcomes us to the family of God. **(welcome)**
- Love, value and respect each other as Jesus intended and to reach out to those who need us everywhere, to make God's world a better place. **(welfare)**
- Place the Word of God at the centre of all we do. **(word)**
- worship the Lord our God joyfully with all our hearts. **(worship)**
- be witnesses of a Loving God, who is at the heart of all we do, by creating a happy atmosphere, lasting friendships and wonderful memories. **(witness)**

The aims of this policy

To promote good behaviour, we set out an acceptable standard and measures that regulate pupils' conduct.

At St Ambrose RCPS we seek:

- To ensure that every child has a right to an education. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. (Unicef Rights Respecting Schools Article 28 & 29)
- To develop in children a sense of self-discipline, respect, regard for authority and an acceptance of responsibility for their own actions
- To prevent bullying; including cyber-bullying, prejudice-based and discriminatory bullying
- To develop an environment in which effective learning takes place. A place where there is mutual respect between all members of the learning community
- To ensure that pupils complete assigned work
- To treat all children fairly and apply the Behaviours for Change in this behaviour policy consistently across all aspects of school life.
- To recognise good behaviour as we believe this will develop an ethos based on positive relationships where children uphold the expected standard of behaviour. This policy is designed to promote recognition for good behaviour and good behaviour for learning rather than merely deter anti-social behaviour. We want to create a safe environment in which all pupils can learn and reach their full potential.

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](#)

- [Reducing the need for restraint and restrictive intervention](https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention)
<https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

Definitions

Misbehaviour is defined as:	Serious misbehaviour is defined as:
➤ Disruption in lessons, in corridors between lessons, and at break and lunchtimes	➤ Repeated breaches of the school rules
➤ Non-completion of classwork	➤ Physical harm to others
➤ Poor attitude	➤ Any form of bullying
➤ Verbal abuse	➤ Sexual violence
	➤ Sexual harassment, meaning unwanted conduct of a sexual nature, such as: <ul style="list-style-type: none"> • 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 ➤ Racist, sexist, homophobic or discriminatory behaviour
	➤ Possession of any prohibited items. These are: <ul style="list-style-type: none"> • Knives or weapons • Stolen items • 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)

Bullying

Bullying is defined as the repetitive, intentional harming of 1 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

TYPE OF BULLYING	DEFINITION	PREVENTATIVE MEASURES
Emotional	Being unfriendly, excluding, tormenting	<p>The PSHE, RELIGIOUS EDUCATION, PHYSICAL EDUCATION, UNICEF RIGHTS RESPECTING SCHOOLS and DAILY ROUTINES; ASSEMBLIES are all carefully mapped out to ensure that children learn about types of bullying, mental health and well-being.</p> <p>We have a 'no tolerance' approach to bullying</p> <p>Staff model appropriate behaviour towards each other and with children.</p> <p>Children are made aware of how to report any incidences of bullying</p> <p>We have a tiered approach for extreme behaviours (this can be found in Appendix 2)</p> <p>Additionally, we teach the children through BLACK HISTORY MONTH, ANTI-BULLYING WEEK, SAFER INTERNET DAY and CHILDREN'S MENTAL HEALTH WEEK.</p> <p>We also introduce KS2 children to an online mental health programme called KOOH.</p>
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence	
Child on Child abuse		
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • 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	Name-calling, sarcasm, spreading rumours, teasing	
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)	

Roles and responsibilities of governors and staff

The role of governors

St Ambrose Curriculum and Standards committee act on behalf of the full governing board and are responsible for:

- Reviewing and approving the written statement of behaviour principles (appendices 1,2 & 3)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues which must be taken into account when making decisions about matters of behaviour.

The role of the Head teacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Senior Leadership Team and governing board.
- Implementing the school behaviour policy consistently throughout school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- Supporting the staff to ensure that the school environment encourages positive behavior
- Ensuring that all staff deal effectively with poor behaviour
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Providing appropriate training for all staff to support them with behaviour management consistently with all groups of pupils. Ensuring they understand the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

The Headteacher keeps records of all reported serious incidents of misbehaviour via CPOMS.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of the class teacher and teaching support staff

Class teacher and teaching support staff are responsible for:

- Creating a calm and safe environment for all pupils by 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
- Implementing the behaviour policy consistently; ensuring that the rules and visible consistencies (appendix 1) are upheld in their classes, and that their classes behave in a responsible manner during lesson time and recreational times.
- Modelling expected behaviour and positive relationships- considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording incidents of behaviour on CPOMS.

The class teacher liaises with external agencies, as necessary, to support and guide progress of each child. The class teacher may, for example, discuss the needs of a child with the school SENco or our Behaviour Outreach Service (Positive approaches Ltd). They will then decide if they need to use Appendix 3 to provide a personalised approach to the specific behavioural needs of particular pupils

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Through transition, the class teacher ensures all the relevant documents are given to the next teacher and working with the SENco, ensures there is a transition plan in place for children.

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

The role of the parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy so that children receive consistent messages about how to behave at home and at school. We explain the School Rules and our recognition boards/trees in on our school website and we expect parents and carers to read them and support them (see appendix 1).

- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behavior
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture, supporting their child's learning, and to cooperate with the school, as set out in the home-school agreement.

We try to build a supportive dialogue between the home and school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the sanctions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the **class teacher**. If the concern remains, they should contact the **Acting Deputy and then the Headteacher**. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented as per the Complaints Policy.

Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards
- Where to hand in their mobile phone if they bring it into school

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

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

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

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Guidance for staff when responding to behaviour

Classroom and playground management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the School Rules (Be Ready Be Respectful Be Safe) clearly in the classroom and refer to them
- Develop a positive relationship with pupils, which include:
 - Greeting children in the morning/at the start of lessons
 - Establishing clear routines - using visual timetables
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour

- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption and follow the tiered approach when dealing with deliberate lack of compliance or extreme poor behaviour - see Appendix 1, 2 and 3
- Using positive reinforcement and using Recognition boards/trees for children to achieve
- Communicating praise to parents
- Use the Appendices in the policy to maintain consistency for dealing with positive and negative behaviours

Safeguarding

- The school 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 misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
- We use our bespoke 'child voice' toolkit to obtain the wishes and feelings of pupils.
- Please refer to our child protection and safeguarding policy for more information.

Reasonable force

Reasonable force is about reducing risk.

It 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 (see appendix 3 for a behaviour log)

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.

7.6 Confiscation and searching

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

Confiscation

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

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

Searching a pupil

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

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

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

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

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy), to try to determine why the pupil is refusing to comply.

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

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

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

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

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

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)

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

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

All searches for prohibited items (listed on page 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

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

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

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

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

Child on Child abuse

Following our child protection and safeguarding procedures (see our policy on the school website), we have a zero tolerance to any child-on-child abuse. This includes any form of behaviour highlighted in the 'Bullying' section of this policy and any other online misbehavior, suspected criminal behaviour, sexual harassment or sexual violence.

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 needs 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 for more information on responding to allegations of abuse against staff or other pupils.

Suspensions (formally known as Fixed-term) and permanent exclusions

We do not wish to exclude any child from school but sometimes this may be necessary.

Only the Headteacher has the authority to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, she informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs Manchester LA and the governing body about any exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher

The governing body has a discipline committee that is made up of three governors. This committee considers any exclusion appeals on behalf of the governors.

Recognising the impact of SEND on behaviour

As a fully inclusive school, we understand that some children need extra support. Staff use a range of calming down techniques and teach coping strategies when faced with challenging behaviour.

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

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

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

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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour are:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Use of 'Now' and 'Next' boards to chunk tasks into smaller parts
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe skin conditions
- Training for staff in understanding conditions such as autism, ADHD or neurodiversity
- Use of separation spaces (sensory zones or calm areas) where pupils can regulate their emotions during a moment of sensory overload

Adapting consequences for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

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

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

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

Supporting pupils following a consequence

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

- Restorative conversations
- Daily contact with the child mental health lead/Headteacher or Deputy Headteacher
- An individualised behaviour plan (Appendix 3)
- Access to mindfulness activities

Pupil transition

Inducting incoming pupils

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

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

Training

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

- The de-escalation strategies and the proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development. We work with a consultant from Positive Behaviour LTD.

Monitoring and evaluating behaviour

The school will use CPOMS and a provision map to collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every half term by the Headteacher and the link governor for Safeguarding and behaviour

The data will be analysed 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.

Monitoring and reviewing this policy

This behaviour policy will be monitored and reviewed by the headteacher, SLT and full governing board/Curriculum and Standards committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data or in the event of changes to government legislation. At each review, the policy will be approved by the Headteacher.

Policy written: February 2024

Policy adopted by Governors:

Policy Review date: 2025 (or before if school priorities change)

Mission Statement

At ST Ambrose RCPS, In God's family, we grow and learn in love, hope and faith

In order that we might have life in all its fullness, our school family will:

- > warmly welcome everyone to our school as Jesus welcomes us to the family of God. **(welcome)**
- > love, value and respect each other as Jesus intended and to reach out to those who need us everywhere, to make God's world a better place. **(welfare)**
- > place the Word of God at the centre of all we do. **(word)**
- > worship the Lord our God joyfully with all our hearts. **(worship)**
- > be witnesses of a Loving God, who is at the heart of all we do, by creating a happy atmosphere, lasting friendships and wonderful memories. **(witness)**

Rules

1. Be Ready
2. Be Respectful
3. Be Safe

Visible Consistencies

1. Give first attention to the best conduct.
2. Meet and Greet: make it personal, don't take it personally.
3. If you expect it, demonstrate it.

Over and Above Recognition

1. Certificates in assembly.
2. Praise, Postcards, phone calls or texts home.
3. Recognition displays in class and the hall. (Each class will have a recognition board)

Relentless Routine

1. Be polite at all times to everyone. Respect is a right.

2. Be considerate. Everyone is entitled to thought.

3. Be responsible. Everyone plays a part in our school community.

Stepped Boundaries

1. Reminder – remind child of the three simple rules (ready, respectful safe) deliver privately wherever possible
2. Caution – A clear verbal caution, delivered privately wherever possible, naming feeling, making the child aware of their behaviour and teaching the desirable behaviour.
3. Last chance – Use the 30 second script (see Microscripts and Mantras box) clearly outlining the consequences if they continue.
4. Time out/Reset – This involves some time out for the child to think about their behaviour, calm down and compose themselves.
5. Repair – Restorative conversation (see Restorative Questions box)

Microscripts and Mantras

1. Notice it and wrap it in a rule using assertive language:
'I've noticed...' E.G you seem upset
2. Positive previous event:
'Think about when...'
3. Acknowledge the need to address the behaviour:
'I'm here to help, you talk I'll listen...'
4. Pip and Rip: praise in public, reprimand in private.
5. Give pupils a choice:
'You can ...' e.g. sit there and listen or move to table X

Restorative Questions

1. What happened?
2. What were you thinking at the time?
3. How did this make people feel?
4. Who has been affected?
5. What should we do to put things right?
6. How can we do things differently next time?

NO NEED FOR 'WHY' questioning!

Appendix 2 ST AMBROSE RC PRIMARY SCHOOL

Tiered approach for deliberate lack of compliance or extreme poor behaviours

Our aim is promote an environment where everyone is Ready to learn, Respectful towards each other and keep each other Safe.

All children will be expected to comply with the school rules.

A tiered approach will be actioned where the Relentless Routine isn't successful and/or in the event of following behaviours occurring;

Persistent disruption of other children and staff, inappropriate shouting out, Not on task, Bad language, Physical harm to others, Verbal abuse, Not following instructions, Answering back, disrespect of environment or resources.



Tier 1 Child is referred to Key stage leads of EYFS/KS1 or KS2 or Acting Deputy Head
Deputy Head will make the decision to make internal isolation away from classroom activities. The Class teacher (together with the DH - where necessary) will communicate with parents of the child misbehaving and/or any other child involved

If behaviour is not modified following this intervention



Tier 2 The child is referred to the Headteacher
A Behaviour Plan to be discussed with the child, their parents and class teacher. This will be monitored for the week. (some plans may need shorter time scales)

If the Behaviour Plan is not achieved



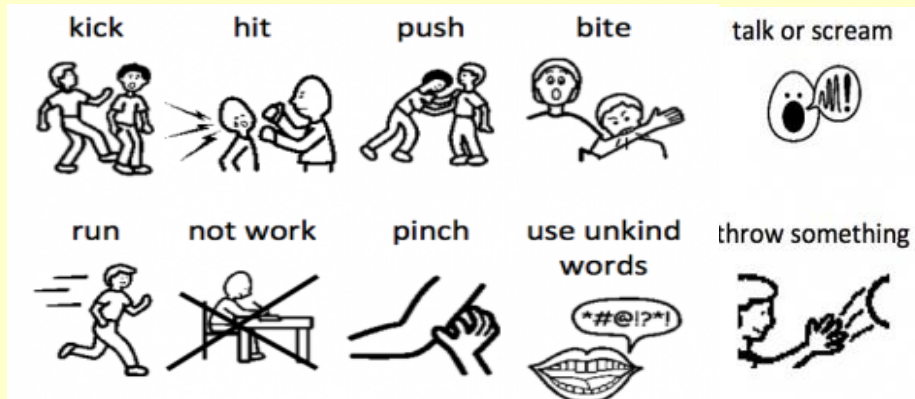
Tier 3 The Head Teacher will discuss formal sanctions with the child, their parents and the class teacher.
The Governors and the Local Authority will be notified of any fixed term or permanent exclusions and this will go on the child's school record.

Behaviours deemed as extreme or causing others or themselves to be in danger may immediately be escalated to Tier 2 or 3.

Appendix 3 Example: Individual Wellbeing and Readiness to Learn/Behaviour Plan

	Observed Behaviour	Desired Behaviour	Support	Action
	What has been seen and heard?	What am I going change/do differently?	How will I achieve this?	What will happen if I don't modify my behaviour?
Ready				
Respectful				
Safe				

What has been seen and heard?



What am I going change/do differently?

