

# Alice Ingham R.C. Primary School

A Voluntary Academy



Journeying to Excellence Through  
Faith and Learning

## Behaviour Policy

This policy is reviewed every year by the Governors.

Approved by:

Date: January 2025

Last reviewed on:

Next review due by: January 2026

## **Mission Statement**

**Alice Ingham is proud to be a Catholic School and to follow the good and kind work of Alice Ingham.**

**We do this through nurturing her beliefs and values through our parish, community and the wider world and by:**

Journeying to excellence through faith and learning;

Following Jesus' example through prayer and worship;

Working hard to achieve and meet life's challenges;

Treating others as we would like to be treated;

Taking care of the world God has given us.

## **Aims Of The Policy**

The aim of our behaviour policy is to promote good behaviour. We have high expectations and insist that our staff do not ignore unacceptable behaviours. By having high expectations, being good role models and rewarding pupils who make the right choices, this enables us to promote positive behaviour.

Through this policy and a consistent approach, our objectives are:

- For all our children to know God's love and to follow in Jesus' footsteps
- For all our children to be happy, caring and confident learners
- For all our children understand what acceptable and unacceptable behaviour is
- To have high expectations for all of our children
- To promote respect and love for all our school community

## **Rationale And Approach**

In the Catholic community of Alice Ingham, we recognise the worth and potential of individual pupils as children of God. It follows, therefore, that we:

- Recognise their unique nature as human beings, regardless of background, abilities or experiences;
- Recognise that each individual is God's own reflection- fundamentally and intrinsically good;
- Promote the concepts of self-discipline and responsibility for one's own actions for the good of all;
- Promote the belief that peace, hope and reconciliation are central to the Roman Catholic faith.
- Promote an understanding of 'The Common Good'.

In order to do this, we utilise a positive approach to behaviour management. All staff are trained in these techniques, including de-escalation strategies. Our approach is to teach our children how to behave for the good of themselves and their community; model this in all of our interactions around school; support them in managing their behaviours when things go wrong; and use reconciliation to repair relationships. We have well-trained and experienced senior leadership teams who utilise individualised approaches to support those who struggle with their behaviour. However, we also recognise our duty to provide a safe, consistent, purposeful environment where all children can flourish and as such, will utilise discipline and consequence where children have made poor choices, in accordance with this policy. Our curriculum supports our behaviour management policy with many opportunities to teach our children what acceptable behaviour is. First and foremost, this comes from our Religious Education and worship programmes. Our comprehensive PHSE curriculum ensures children explore concepts such as relationships, self-worth, resilience, respect etc as well as important concepts such as conduct online and anti-bullying education whilst the wider curriculum offers opportunities to reflect on diversity, justice and self-discipline.

## **Statutory Duty and Legal Powers**

The proprietor of an academy or independent school must ensure that a written policy to promote good behaviour among pupils is drawn up and implemented effectively. The behaviour policy must also set out the disciplinary sanctions.

### **Disciplining Pupils**

Teachers, all paid staff and those permitted by the headteacher have the legal power to discipline children for misbehaviour which occurs in school, and in some circumstances, outside of school. 'Misbehaviour' in this context means behaviour which breaks school rules or constitutes a failure to follow a reasonable instruction. (Section 90 and 91 of the Education and Inspections Act 2006).

Staff can discipline pupils at any time the pupil is in school or elsewhere under the charge of a member of school staff, including on visits.

Staff can discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of the school. The decision to discipline the pupil must be made on school premises.

Staff may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

### **Confiscating Property**

Staff can confiscate pupils' property. There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

2) Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search:

Weapons and knives and extreme or child pornography must always be handed over to the police.

Any other confiscated item will be held at the school office and will only be return to the child's legal guardian(s). Illegal drugs will be handed over to the police. Depending upon the item confiscated, a referral to Children's Social Care may be made.

## **Searching Pupils**

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them 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.

Prohibited items are:

- knives or 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:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. At Alice Ingham, this includes mobile phones and any other electronic devices.

Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or tray and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the staff member can apply an appropriate consequence as set out in the school's behaviour policy. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary consequence.

The staff member must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex and /or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to suspect that the pupil is concealing a prohibited item. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen. School staff may wish to consider utilising CCTV footage in order to make a decision as to whether to conduct a search for an item. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except

where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. At Alice Ingham, we consider pupils' trays to be in this same category. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present. If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

### **Use of Reasonable Force**

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

#### **What is reasonable force?**

The term 'reasonable force' covers the broad range of actions used by most staff working with children at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### **When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- restrain a pupil at risk of harming themselves through physical outbursts...

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

As part of the use of reasonable force, children may be restrained. This will only be carried out by trained staff, using recognised techniques and only for the purposes of protecting people, property and proper school order. All incidences of restraint will be recorded on CPOMS and reported to parents/carers. With some children, it is sometimes necessary to use wrist straps to ensure they are safe on school trips. This is fully documented on risk assessments, agreed by parents/ carers and only implemented if the child would be at risk of harm without the use of the strap. SLT will analyse restraint records for any evolving patterns and to evaluate the effectiveness of the approach.

### **Seclusion**

Time in with an adult is used at Alice Ingham as method of helping children to re-set their behaviour. In EYFS, this will be in the child's own class or a neighbouring classroom. In KS1 and KS2 children will have time in in another classroom. On the yard, children will be asked to stand with an adult. Time in is time-limited and designed to de-escalate behaviour. Children may also be asked by staff to take a few moments in a quiet space such as a corridor or library or with a member of the pastoral team. Children will not be left alone when doing this. Some children with specific needs use tools such as tents and quiet spaces. Staff monitor these carefully and ensure that children are able to leave these spaces at any point should they so choose.

### **Detention**

Alice Ingham does not operate detentions outside of school hours. However, as part of the consequence structure, children may have to remain in class during part or all of their break or lunchtime. Staff will ensure that the child is supervised, goes to the toilet and has access to food and drink.

### **Suspension & Permanent Exclusion**

Suspension & permanent exclusion do form part of the behaviour management structure at Alice Ingham. We aim to utilise this as a 'last resort' in most circumstances but will use suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

### **The Headteacher's Powers To Use Exclusion**

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate. When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion. Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred.

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current

behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, the headteacher will consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour. It is important that during a suspension, pupils still receive their education. The headteacher will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways. The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways will always be recorded as a suspension. A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered. The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school. For any permanent exclusion, the headteacher will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) will also be considered.

The headteacher may cancel any exclusion that has already begun, but this should only be done where it has not yet been reviewed by the governing board. Where an exclusion is cancelled, then:

- Parents, the governing board, and the LA should be notified without delay and, if relevant, the social worker and Virtual School Head;
- Parents should be offered the opportunity to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled;
- Schools should report to the governing board once per term on the number of exclusions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling governing boards to have appropriate oversight and;
- The pupil should be allowed back into school.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion. This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability.

## **Directing A Child Off Site for Education**

Section 29A Education Act 2002 is the relevant legislation in this area, and it states the following:

“The governing body of a maintained school in England may require any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision which is intended to improve the behaviour of the pupil.”

The legislation above does reference local authority maintained schools and not academies. However, academies can have the power to direct pupils off-site for the improvement of behaviour if their funding agreement and/or articles of association make clear that they comply with the above legislation.

In this situation, the governing body, via the Head Teacher, will:

- ensure that parents are given clear information about the placement – why, when, where and how it will be reviewed;
- advise the Local Authority, where the child has an EHCP;
- regularly review the placement (with regular input from parents), to ensure it is achieving its objectives and the pupil is benefitting from it.

Parents can request, in writing, that the placement is reviewed and governing bodies must comply with the request as soon as is reasonably practicable, unless there has been a review in the last 10 weeks.

There will be a clear plan for reintegrating the child into mainstream education at the end of the placement off-site. A report will be produced of the pupil's achievements, attainment and progress as well as attendance.

## **School Rules**

Following the example of Jesus, we will always try to show love to everyone, including ourselves. We have four rules that help us to do this:

1. Always do your best; (Be Hardworking)
2. Be kind and polite to everyone; (Be Respectful)
3. Look after yourself and others; (Be Caring)
4. Take care of property (Be Responsible)

Behaviour that meets these expectations will be rewarded, behaviour that falls below this standard will be managed with consequences.

## **Rewards**

The school operates a system of house points, with each child allocated to one of four houses. Such points can be given to reward conduct/behaviour in line with the ethos and expectations of the school, and the four rules as above. They are recorded using the Dojo system. In KS1, children are rewarded with a certificate each time they earn fifty Dojo points. In KS2, certificates are awarded in multiples of fifty, up to Black Belt which is five hundred points. Each week, class teachers nominate one child to receive the Witness Award. Recipients of these receive recognition in Friday's celebration assembly, to which parents will be invited. A lunchtime award is also given for each Key Stage. Commendation certificates are awarded each term in assembly for sustained effort and good behaviour. The certificates are then taken home as a personal and permanent memento. Parents/carers will be invited to awards assemblies.



## **KS1 & 2 Sanctions**

### **In the Classroom**

If a child contravenes one of the school rules, the following procedures are applied:

1. Verbal reminder of what is expected, referring to school rules and the desired behaviour;
2. Name on tick sheet on teacher's desk, have 5 minutes reflection time with an adult;

*NB- in the spirit of reconciliation, a tick can be crossed off the list if the child's behaviour improves. However, once they have received a second tick, this cannot be removed.*

3. If unwanted behaviours continue or begin again, a second tick is placed next to the child's name, further reflection time with an adult will take place and a consequence of 15 minutes missed play time will be put into place;
4. If unwanted behaviours continue or begin again, the child will be accompanied by an adult to the partner class for additional reflection time and the class teacher will make a behaviour log on CPOMS.
5. If the child returns to class and unwanted behaviour continues, the child will be escorted to the AHT's class for the remainder of the morning or afternoon session.
6. If the child returns to class and unwanted behaviour continues, the child will be escorted to the DHT's class for the remainder of the day.

In cases of severe behaviour, the headteacher will be sent for and the child will be escorted or where necessary, removed, from the classroom. The DHT will do this in the absence of the Head Teacher, followed by the AHT. Severe behaviour includes:

- swearing
  - prejudiced language related to a protected characteristics (race, religion, gender, disability etc)
  - fighting/ physical assault
  - leaving school premises/designated area without permission
  - purposefully damaging property
7. At stage 4, or after a serious incident, the class teacher must give verbal feedback to parents/carers about the child's behaviour and the support we expect from them in remedying this. They must also be informed of the next stage of the behaviour management strategy.
  8. After three entries on CPOMS per half-term, a letter will be sent to parents from the AHT informing them that their child's behaviour is giving cause for concern and requesting an appointment is made to discuss the child's behaviour. The child will then be placed on daily AHT report and the behaviour plan will be amended, in co-operation with parents/carers. An amended copy will be added to CPOMS. The AHT will determine how long the child needs to remain on the target card. When the target card is no longer needed, a CPOMS log will be made to record this decision.

9. After two weeks, if there has not been sufficient improvement in the child's behaviour, the AHT will refer the child to the DHT. A further letter will be sent to parents from the DHT informing them that their child's behaviour is still a cause for concern and requesting an appointment is made to discuss the child's behaviour. The behaviour plan will be amended at this meeting. An amended copy will be added to CPOMs. The DHT will determine how long the child needs to remain on the target card. When the target card is no longer needed, a CPOMs log will be made to record this decision.
10. After two weeks, if there has not been sufficient improvement in the child's behaviour, the DHT will refer the child to the Headteacher. The Headteacher will meet parents and a behaviour contract will be created and signed by both the parents and the child. If this approach does not result in an improvement, the child may be suspended or permanently excluded. This will be made clear to the child and their parents at the aforementioned meeting.

***If at any time during the above described process, staff consider a child's behaviour to be related to SEND, they will be referred to the SENCo who will suggest additional strategies and may involve outside agencies.***

Some incidences will result in children being placed immediately on a Headteacher's Behaviour Contract or being suspended or permanently excluded.

### **Break Times**

The following procedure will be applied:

1. Verbal reminder of what is expected, referring to school rules and the desired behaviour
2. Time in – 5 mins walking with an adult.
3. If unacceptable behaviour continues, the member of staff on duty will send a request for help to the Pastoral Lead, via a sensible child. The Pastoral Lead will bring the child into school and supervise them (or arranged for them to be supervised by a suitable adult). If the Pastoral Lead considers the incident to be serious, it must be reported to the Headteacher. If the Pastoral Lead cannot get the child to come into school, the Headteacher will be sent for (the DHT in HT's absence, then the AHT) and reasonable force may be used. The Pastoral Lead will return the child to their class at the end of the break and will inform the class teacher about the child's behaviour. The teacher will then put a tick next to the child's name and the classroom procedure is followed for any further incidents

In order to distinguish between free time and learning time, the following structure is in place for the end of breaks:

1. Staff on duty blows the whistle- children stand still, hold any equipment still and come down off playground structures. They stand silently.
2. Staff on duty blows the whistle a second time- children walk silently to their class line, once their class is called. If children are running/ too noisy, the whistle is blown again and all children stop. Staff remind children of expectations and children walk silently to their lines.
3. Staff member on duty sends each class into school.
4. Staff must supervise the cloak rooms until all children are in class.

### **After School Clubs**

The following procedure will be applied:

1. Verbal reminder of what is expected, referring to school rules and the desired behaviour.
2. Time in – 5 mins with the senior leader on duty
3. If unacceptable behaviour continues, the member of staff/ external provider running the club will send for a senior leader who will remove the child and supervise them. The incident will be recorded on CPOMS. Parents will

be informed on collection of the child's behaviour and that if there are three entries in a half-term related to conduct at afterschool clubs, the child will not be allowed to attend the club for a period of time dictated by the Head Teacher.

## Early Years Procedures

The Reception classroom has a weather-based behaviour chart. All children will begin the day with their photograph on the rainbow. To reward good behaviour, a child will be able to move their picture up to the sunshine. If a child shows negative behaviour following this, their picture can be moved back down to the rainbow, but they will always have the opportunity to move back to the sunshine throughout the day. At the end of each day, one child will be chosen to move their photo onto the star at the very top of the display. This child will receive a special 'star of the day' sticker as they have been a role model for the other children in the class. All children ending the day on the 'sunshine' will receive a Dojo point.

For negative behaviour we use thinking pots. These will be separate from the sunshine and rainbow display. If a child is showing negative behaviour, the pots will be used as a sanction and will provide the child with the opportunity to sit with an adult for up to five minutes to think about their actions.

During Learning Time:

If a child breaks one of the school's golden rules, the following procedures are applied:

1. Verbal reminder, explaining exactly what the child is doing that is unacceptable and what the staff member wants them to do instead. Visual reminders should be used.

If unwanted behaviours continue:



2. Name moved from the rainbow to the thinking time pot. Child has 2 minutes of time in with an adult. Name goes back on the rainbow.

If unwanted behaviours continue:



3. Name moved back to thinking pot. Child will be taken to the Y1 classroom, by an adult, with a task to do, for 10 minutes. Name goes back on the rainbow when they return.

If unwanted behaviours continue:



4. Name moved back to thinking pot (it cannot now go back onto the rainbow) and the AHT will be requested to intervene. Class teacher will inform parents at the end of the day.

If unwanted behaviours continue:



5. If the behaviour continues, the DHT will be requested to intervene. The class teacher will add a behaviour entry to CPOMs and will inform parents at the end of the school day.

If unwanted behaviours continue:



6. The Headteacher will be requested to intervene. The class teacher will add a behaviour entry to CPOMs and the Headteacher will inform parents via phone call.

Children for whom the weather chart does not work will be given an individualised target card which will include small step targets. If this does not work, further consideration may be made by the SENCo as to any special needs. Parents will be invited to a meeting with the Pastoral Lead in the first instance and then the AHT, DHT then headteacher if behaviours do not improve.

In cases of severe behaviour, staff would seek support from the Headteacher who will then escort/remove the child from the classroom. The DHT will do this in the absence of the Headteacher, then the AHT. The Headteacher, Deputy Head Teacher and AHT are all trained in Safer Handling techniques. If physical intervention is used, parents will be informed.

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3. Staff member on duty sends each class into school.
4. Staff must supervise the cloak rooms until all children are in class.

## **External Events**

Our school rules and disciplinary procedures apply on educational visits and other external events such as sporting fixtures. Staff will discipline pupils who misbehave off-site, using the structure of warnings and time in. If a child's behaviour does not improve and it is deemed to either be a risk or to be bringing the school's reputation into disrepute, the trip leader will make contact with the school base and arrangements will be made for the child to be collected by school staff and either returned to school if during school hours or taken home if outside of school hours. For children with additional needs, a risk assessment will be in place to try to avoid unwanted behaviours. However, if the child's behaviour escalates and is deemed a risk to them or others, they will be collected from the trip by school staff.

Children whose behaviour has been unacceptable may not be allowed to represent the school at external events.

## **Anti-Bullying Strategy**

Bullying in any form will not be tolerated at Alice Ingham. Please see our Anti-Bullying Policy for further information on how bullying behaviours will be managed.

## **Collective Consequence**

Collective consequences, such as the whole class being kept in at playtime due to poor behaviour, will not be used at Alice Ingham. Consequences will only be applied to children who have failed to follow the school rules.

## **Child on Child Abuse**

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Child on Child sexual abuse is sexual abuse that happens between children of a similar age or stage of development. It can happen between any number of children, and can affect any age group (Department for Education (DfE), 2018). It can be harmful to the children who display it as well as those who experience it. It can take place in spaces which are supervised or unsupervised. Within a school context, for example, child-on-child sexual abuse might take place in spaces such as toilets, the playground, corridors or when children are walking home (Contextual Safeguarding Network, 2020). As children develop healthily, it is normal for them to display certain types of sexualised behaviour. It is important that adults who work or volunteer with children can identify if any sexualised behaviour has become harmful or abusive, and respond proportionally to keep all the children involved safe.

Examples of sexually abusive behaviour may include:

- inappropriate or unwanted sexualised touching
  - pressurising, forcing or coercing others to perform or take part in sexual acts
  - pressuring, forcing or coercing someone to share nude images (sexting)
  - sharing sexual images of a person without their consent
  - taking a picture under a person's clothing, without their consent ('upskirting')
  - sexual harassment
  - sexual or sexist name calling
- (Contextual Safeguarding Network, 2020).

Indicators that a child has experienced child-on-child sexual abuse may be physical or behavioural. A child or young person may appear withdrawn, frightened or begin to act differently from usual. They may also display physical signs such as noticeable discomfort in their genital.

Children may not always understand that they have experienced or carried out child-on-child abuse. This might be because:

- they don't understand what constitutes appropriate, inappropriate, problematic or abusive behaviour
- they have experienced abuse themselves and don't realise that what happened to them was wrong
- they don't know whether consent was given
- the abuse happened between friends or partners
- the abuse took place online
- they blame themselves for the abuse they received
- younger children lack knowledge of sex and sexuality as they are less likely to have received any relationships and sex education

(NSPCC, 2018).

If we identify that a child had experienced child-on-child abuse or there are concerns a child might be displaying harmful sexual behaviour (HSB), we will take child protection action, in line with our Child Protection And Safeguarding Policy.

### *Supporting the child who has experienced abuse*

Every child who has experienced abuse should receive tailored support to meet their needs. We will:

- Listen carefully to the child and reassure them that we are taking them seriously.
- Record the incident, noting all the relevant facts as fully as possible. Write down the language used by the child. This will help us to record precisely what happened and understand how the child has been affected.
- Consider what support the child may need in the short-term, for example making sure they will not come into contact with the child who has displayed abusive behaviour.
- Consider what long-term support the child may need to help them recover from the trauma of what they have experienced. This may include therapeutic support.
- Understand the child's support network and consider what help they need to protect and care for the child.
- Include the child in any decisions that affect them.

### *Supporting the child who has displayed abusive or harmful sexual behaviour*

It is important to protect and support children who have displayed abusive or harmful sexual behaviour. We will:

- Consider any risks to the child's safety and what multi-agency responses are needed to support the child and their family.
- Talk calmly to the child. Remember that they may not realise they have behaved abusively and avoid using language that may make them feel judged or criminalised.
- Consider appropriate sanctions in light of this behaviour policy and the level of intent or understanding involved.
- Work with the child and their support network to put measures in place that will help the child change their behaviour.
- Consider what targeted therapeutic support the child may need.

### *Multi-agency responses*

Our Designated Safeguarding Lead (DSL) will work with relevant agencies to protect and support all the children involved in an incident of child-on-child sexual abuse. This includes children's social care and the police if necessary.

### **Prejudiced Behaviour**

We actively teach children about protected characteristics and are pro-active in managing prejudiced behaviour. The approach to a first incident of prejudiced behaviour will be to re-educate, through the development of a targeted behaviour plan designed to teach the children why the behaviour was wrong, its impact on others and what is expected from the child going forwards. Any further incidences of the same behaviour would be taken very seriously and may result in suspension or exclusion.

### **Malicious And/ Or Unfounded Allegations Against Staff**

Any allegations made about staff, by children, will be fully investigated according to our Safeguarding And Child Protection Policy and/or the Complaints and/or Disciplinary policies. However, where a child is found to have made a malicious and/or unfounded allegation against a member of staff, this will be taken very seriously and may result in suspension or permanent exclusion.

### **The Role Of Parents And Carers**

The support of parents/carers is essential to the efficient working of this system. Parents/carers will be informed about the school code of behaviour through the school prospectus and will be asked to sign an agreement in support of the school in its efforts to uphold the code. We expect parents/carers to be supportive of our behaviour policy and work with us to improve any misbehaviour. We will also offer support to parents from our senior team, should they need help in managing their child's behaviour.

Parents/carers will be made aware that the school has at its disposal the sanctions of suspensions and permanent exclusion for wholly unacceptable behaviour. As a Catholic school we would not want to readily exclude a child from our school community, however, we must also have regard for the greater good of that community.

### **Staff Professional Development**

All staff will be given the necessary support, training and continuing professional development necessary to carry out their roles and responsibilities within this policy.

### **Pupils With Additional Needs**

We recognise that behaviour can sometimes be the manifestation of an underlying need. Such needs might be related to Safeguarding concerns, SEND, mental health needs or linked to early adverse experiences. Staff are trained to recognise these needs and we have procedures in place to give extra support to children who may be finding it difficult to meet the behaviour expectations of the school. This might include individualised plans, nurture sessions, referrals to outside agencies, multi-agency approaches etc. We also recognise that, due to a particular need or disability, it may be discriminatory to expect a child to meet the expectations of a whole-school policy and as such, reasonable adjustments may be made.

### **Monitoring and Review**

The success of this policy will be monitored in respect of all working within the school environment and community, by discussion between staff and all involved in the Policy's implementation, including the children themselves and their parents. It will be reviewed bi-annually.



# Individual Behaviour Support Plan



Pupil: Year Group: Date Created: Date Reviewed:

Current Behaviour Concern(s)

•

Desired Behaviour Outcome(s)

•

Pupil/Parent/Carer Voice

Pupil

Parent/Carer

Plan (What does this child need to achieve?)	Do (What strategies/support/time will be needed? Who will implement this? Interventions?)	Review (What has the impact been? What does the child need to work on now?)			
	•	exceeded	fully met	partly met	not met
	•	exceeded	fully met	partly met	not met
	•	exceeded	fully met	partly met	not met

Pupil Views On Their Progress:

Parent/Carer Views On Their Progress:

Created By:

Reviewed By:

Senior Leader Signature: