



St. Paul's RC Primary



Behaviour and Relationships Policy

2022-2023

Related Policies:

Anti-Bullying Policy

E-safety Policy

SEND Policy

Exclusion Policy

Equalities Policy

Attendance Policy

Use of Reasonable Force Policy

Child Protection and Safeguarding Policy

Plymouth CAST Positive Welfare Policy

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Headteacher: Sarah Rowe

Chair of Governors: Shona Bray

St Paul's Catholic Primary School's Mission Statement

From the youngest to the oldest, we are enabled to flourish in God's love, grow in faith and, with the guidance of the Holy Spirit, work to fulfil our God given potential. Our school family works together to support and challenge one another; each individual is valued and encouraged to appreciate their own unique worth and supported to achieve academic success.

St Paul's reminds us:

'Let all that you do be done in love.'

Safeguarding

St. Paul's school is committed to promoting and safeguarding the welfare of children. For information on safeguarding, please see the school's Safeguarding and Child Protection policy, available on our website.

Behaviour and Relationships Policy 2022-23

This policy sets out the expectations, rewards and sanctions of the school's behaviour systems. It should be read in conjunction with the 'Anti-Bullying' and 'Child Protection and Safeguarding' policies.

The pupils, staff and governors of St. Paul's Catholic Primary School believe that everyone has the right to learn and work in a safe, positive and calm environment. Every member of the school community should feel valued and respected so that they develop a sense of self-worth and love.

We are a faith community filled with God's love and each one of us is called to show love and acceptance for all. Our behaviour and relationships policy aims to promote a school environment where everyone is supported to grow into positive, responsible and increasingly independent members of our school community. It will promote relationships so that people can work together with the common purpose of helping everyone to learn.

Our school life should be the happiest days of our lives, memories and building us into the people who serve each other, the people of the community, the nation and the world.

Canon Mark O'Keeffe

St. Paul's is a trauma informed school.

Gospel Values

At St. Paul's, the Gospel Values stand at the heart of everything we do. These are encouraged daily and are integrated into the liturgical and curriculum life of the school. ● **Humility** – seeing life as a gift

- **Compassion** – empathy
- **Kindness** – gentleness
- **Justice** – working for a fairer world
- **Forgiveness** - reconciliation
- **Integrity** – do what you say
- **Peace** – committed to peace-making, non-violence
- **Courage** – standing up for truth

Expectations

Behaviour Management is the responsibility of all staff at St Paul's. We understand the importance of modelling the behaviour and attitudes that we expect from pupils. School expectations are deliberately high. This is the basis upon which good school culture is established. If children and adults are to fulfil their God-given potential they need to be free to learn in an environment which supports mutual respect and security.

Expectations must be fair, relevant and consistent so that children are secure in the knowledge that they are appreciated and valued.

We understand that positive relationships are essential in effective behaviour management. Both staff and pupils have a role in fostering positive relationships.

All staff would be expected to intervene in behavioural incidents and all staff would be expected to support children should a report of bullying be made to them. Behavioural and safeguarding incidents are logged on CPOMS and all staff are expected to record incidents in this way.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the 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.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher- and SLT manage records of all reported serious incidents of misbehaviour including bullying and racism via CPOMS. Trends are identified and pro-active support and information shared when necessary.

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. Both these actions are only taken after the school Governors have been notified. NB no exclusions will be given (unless the incident is so serious) until support has been put in place for that child.

Please see our exclusions policy.

Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. They would also follow up and action incidents reported to them by other staff following break and lunchtime.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding - and expect the same from the pupils in their class. The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from a senior colleague, and if necessary the Headteacher.

Role of Support Staff (TA's and MTA's)

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should intervene to maintain good behaviour in the school and if appropriate, hold a restorative conversation to address the situation. Teachers to be informed and all incidents to be recorded on CPOMS

Role of pupils

Pupils should do their best to follow the behaviour policy and the rules of the school (see below). In following the Catholic Virtue of Justice, it's important that pupils have an ongoing voice in the behaviour strategy of the school.

Role of Parents/Carers

The school works collaboratively with Parents/Carers, so children receive consistent messages about how to behave at home and at school.

We explain the school rules to the children and we expect Parents/Carers to read these and support them. We expect Parents/Carers to support 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 the school, and we inform Parents/Carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to reprimand a child, Parents/Carers should support the actions of the school. If Parents/Carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Role of governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

In the case of a fixed or permanent exclusion, the governors would be notified. Please see the Exclusion Policy.

A consistent approach

Members of staff who manage behaviour well:

- deliberately and consistently catch children doing the right thing and praise them in front of others
- know their classes well and develop positive relationships with all the children
- relentlessly work to build mutual respect
- remain calm
- demonstrate unconditional care and compassion

Children want adults to:

- smile
- give them a fresh start every lesson
- help them learn and feel confident
- be just and fair
- have a sense of humour

Giving Praise and Constructive Feedback

Staff of St Paul's will endeavour to inform parents when a pupil has personally excelled in something. This could include demonstrating outstanding effort in class or home learning, attainment in their schoolwork, progress in behaviour, exceptional manners or kindness etc.

This is ideally shared first hand, with the pupil present. When this is not possible, a simple note can be sent home, or a phone call made to share the good news. Teachers will lead on this process. Other paid staff, such as HLTAs, TAs, Key Workers or Family Support Workers can also instigate the sharing of good news but should ensure that their class teacher is made aware. Senior Leaders should regularly check that their staff are regularly reporting good news home to parents. Pupils should be given opportunities to understand that positive learning behaviour can also be valued at home as well as at school.

For children who find it difficult to behave well or who have poor self-image it is important for us to find as many opportunities as possible throughout the school day to praise and offer them encouragement. Encouragement enables a child to begin to receive praise in the longer term. Not every child or individual will readily feel ready to receive praise immediately. Building trust and positive relationships is the key to developing pupils' ability to accept praise. Educators should capture examples of positive learning behaviour using media and/or display and ensure that the individual pupil observes images of themselves acting as expected/in a positive way.

Capturing examples of Positive Learning Behaviour could include:

- Use of a class system of recognising good work or behaviour
- Continual praise and constructive feedback
- Displaying work in a professional and very high standard whenever possible
- Circle time/show and tell to share positive learning
- Showing work to others - other children, other classes, other Teachers, Teaching Assistants, HLTAs the Headteacher, in assembly, on the web site, in the press, to other schools/academies
- Giving children the opportunity to praise others
- Telling parents about special achievements (work or positive learning behaviour), either verbally or using the special letter designed for this purpose (in person or via postcard, certificate or letter home, sharing of exercise books/video/images and/or phone call home)

How to praise:

- A word of encouragement
- A written comment on a piece of work
- Showing work to another educator, teacher, Deputy or Headteacher (as well as parents)
- Speaking personally to (or showing) parents/carers
- Telephone call home to parents/carers
- Writing to parents including comments on annual reports
- Being given a special responsibility
- Sharing achievement with the class or assembly or via the website
- Work displayed
- Stickers and/or post it notes detailing reasons why praise/rewards have been given
- Class, group or individual effort too

Behaviour Rules

We have adopted a clear, simple behaviour system which we have designed so that all pupils can understand our expectations. We have sought to structure our behaviour system in a similar way to secondary schools in the area, to help children in upper KS2 with their transition. Teachers are able to adapt the rules to suit the age of the children in their class, but ensuring they maintain a unified, school-wide, behaviour approach.

Rules should be positively stated and appropriately displayed. In the classroom and around school.

Be Ready, be respectful, be safe

Our behaviour rules can be summarised as 'Be ready, be respectful, be safe.' These are some examples of what they would look like in practice.

Ready:

- I am ready to learn
- I have all the equipment I need and keep it in good order
- I arrive on time and come off the playground promptly
- I attend to the teacher
- I wear the correct school uniform

Respectful:

- I am polite and kind
- I am polite while online
- I listen well in class
- I do not distract others and am aware of the impact my behaviour can have on others
- I listen well in assembly and liturgies
- I am careful with school property and equipment

Safe:

- I follow the instructions of all members of staff
- I move around the school calmly and safely
- I only go to the places I have permission to go to
- I play appropriately on the playground
- I only access websites and visit places online that I have permission to see
- I do not hurt pupils or staff, or behave in a way in which pupils or staff might be hurt

Coming into school

How the children start sets the tone for the rest of the day. At St. Paul's, we firmly believe that all children should receive a warm welcome as they enter school. A member of SLT will be at the front of school to welcome families. Teachers will remain in classrooms to welcome the children as they arrive.

Movement around school

All movement in and around school should be purposeful and supervised. All children are expected to behave appropriately and be courteous.

Lunchtime behaviour

Children are expected to meet high standards of behaviour whilst on the playground. They are expected to act in a way which does not put themselves and others at risk. They must follow the rules and instructions of the adults supervising them.

Rewards

The school wants to recognise and reward behaviour that is in line with our values and expectations. Teachers will look for opportunities to speak to children to identify, share and reinforce positive behaviour. These conversations can be instructional, as well as celebratory. Teachers will try and explain which part of a pupil's attitude or behaviour is of particular note.

Go for Green

Each day, a child can earn 5 minutes 'Green time' for following the school rules. If a child has not followed the rules, green time is not awarded. The children can collate a maximum of 25 minutes in a week and these are to be used on a Friday afternoon.

It is important for teachers to note that green time is not taken away for poor behaviour.

Class Dojo

Every class uses Dojo points to reward effort, attitude and behaviour. Class teachers can edit and adapt the behaviours that will be rewarded, although each class has Catholic Virtues and 'Ready, Respectful, Safe' available for points. Parents/carers have access to their child's account and can see when points have been awarded and what the points have been awarded for.

Teachers and other staff such as the PSA, office staff and Headteacher can message parents/carers via Dojo.

Hot Chocolate with the Headteacher

The child with the most Dojo points each week will receive a certificate and hot chocolate with the headteacher. This will take place on a Friday afternoon. Dojo points are refreshed at the end of each week.

Celebration assembly

This takes place every Friday afternoon from 2.30pm. If a child is due to receive an award, parents/carers are invited.

Star of the week

Every week, a pupil is chosen for each class who has demonstrated especially good effort, attitude or behaviour, or excelled academically. These pupils receive a certificate during the celebration assembly on a Friday.

English, Maths and RE Awards

Nominated by teachers and presented to the children on a Friday. The awards can be offered for academic achievement or attitude.

Play leader award - to commence in Summer 2023

With the support of MTAs, each play leader will choose a pupil every week, who has demonstrated the 'Spirit of the Games' values (determination, team work, These children receive a certificate during the celebration assembly on a Friday.

Additional achievements

Additional achievements are also celebrated on a Friday afternoon (sports, extra-curricular activities, support for charities, reading challenge etc.)

Gospel Value Award

Monday liturgy will identify a 'Gospel Of the Week,' based on the Gospel reading from that Sunday. One pupil from each class is celebrated who has shown that particular virtue during the week.

Sanctions

Where a child's behaviour falls below the level expected by the school, as set out in this policy, staff will take to resolve this. In some cases, it may be necessary to apply a sanction as a consequence of a child's behaviour. Sanctions will always be applied consistently and fairly, in line with the Catholic virtue of Justice.

All incidents will be recorded on CPOMS.

Lunch and Playtime

These are the steps we follow during these time:

1. Reminder of school rules - be ready, be respectful, be safe
2. Warning - are you being safe? Are you being respectful?
3. Thinking zone at the discretion of the member of staff
4. Time out (wall, bench, quiet area) for 5 minutes
 - amber card if they ignore the member of staff
5. If a child still does not make the right choice again, or if it is a red card offence (see below), a member of SLT is called and the child is removed from the outside space.

If a child receives a red card for their behaviour during break and lunch times, they will miss the following day.

It may not always be possible to give a warning before issuing a 'time out'.

For serious or repeated breaches of the rules, a member of lunchtime staff will call for the Duty Teacher. In that case, the child would come off the playground and be supervised by the Duty Teacher for the rest of that session.

As a consequence, the pupil would then miss the following day's lunchtime and would be supervised inside by that day's Duty Teacher. They would be permitted to complete work or take part in calming activities such as reading or drawing, but would not be permitted to use a Chromebook.

Parents/carers will always be notified if a child needs to miss a lunchtime. This would always be recorded on CPOMS.

SEND

For a very small number of pupils, the school's behaviour, rewards and sanctions system may not be sufficient to support them with their behavioural needs. Some pupils may find understanding the expectations of the school difficult and may need additional support.

In some cases, a pupil may benefit from an individual behaviour plan. This would have specific targets to support them in understanding what they need to do. IBPs will always be discussed with the pupil and parents/carers, to seek their views. These plans will be reviewed regularly and parents/carers will be kept informed of progress.

The school will proactively engage with support from outside agencies such as educational psychologists and MAST (Multi-Agency Support Team) to ensure all our pupils are receiving the support they need.

For full details on how we support children with SEND, please refer to the school's SEND policy, available on our website.

Positive handling

In certain circumstances, it may be necessary for staff to physically intervene in order to keep themselves or pupils safe, or to protect property. In such circumstances, staff will employ the minimum amount of force required to achieve this aim. Parents / carers will always be informed when positive handling has been necessary. All incidents involving positive handling will be recorded on CPOMS.

Positive handling will never be used as a punishment.

The school will follow Department for Education (DFE) guidance on the use of force:

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. 2. 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.

3. 'Reasonable in the circumstances' means using no more force than is needed. 4. 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.

5. 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. 6. School staff should 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.

Recording of positive handling/physical intervention

The following should be included in a record of intervention. This can be completed using CPOMS. The incident should be logged using the tag 'Physical Intervention'. This is the only time this tag should be used.

- The date, time and place of the incident
- The name of the pupil involved, date of birth and their year group
- What triggered the behaviour What diffusing techniques were used prior to physical intervention
- Why the physical intervention was deemed necessary
- Place where the incident happened
- Time and date parents were informed
- Injuries sustained – if any

Education and Standards Managers should undertake a check on school physical restraint records regularly. These should be available on CPOMS.

Individual plans: The complexity and range of need and consequent support for some children and young people with specific needs may be such that physical intervention is more likely. Physical intervention should never be planned, but only used to stop a child from doing serious harm to themselves or to others. Therefore, any escalation in the need for physical intervention should be shared with the Education and Standards Manager at the school and a behaviour plan put in place (see appendices in Plymouth CAST Positive Pupil Welfare Policy).

Training: If there is a likely need in the school for physical intervention staff should have regularly updated training in physical restraint. Headteachers should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so. Training should be undertaken by a recognised provider. Local Authorities often provide advice and guidance to help schools to develop an appropriate training program. All training should be accredited by BILD <http://www.bild.org.uk/our-services/workplace-training/>

Response to not following school rules and expectations for behaviour

Step:

1	Reminder	
2	First warning	<p>30 minutes conversation</p> <p><i>I notice that you are..poor behaviour.</i></p> <p><i>It was the rule about ...rule...that you broke.</i></p> <p><i>You have chosen to... sanction</i></p> <p><i>Do you remember last week when you...did something good?</i></p> <p><i>... is who I need to see today. Thank you for listening.</i></p> <p><i>(Give the child some take up time)</i></p>
3	Thinking zone	Time to regulate/reflect 'Green time' can still be earned
4	Second warning	
5	Time out 10 minutes	<p>For continuation of low level disruption</p> <p>Restorative conversation</p> <p>Amber card</p> <p><i>When the child is regulated, they are asked to speak to the teacher away from others.</i></p> <ul style="list-style-type: none"> - boundaries are reset - child is asked to reflect on their next step - remind children of previous good conduct/attitude/learning - opportunity to re-engage with learning/follow instructions
6	Third warning	
7	Time out (20 mins)	Red card
8	Repair	Restorative conversation

Two amber cards in a week will automatically become red.

1st red card - teacher to inform parents

2nd red card - a letter sent home from the headteacher to arrange a meeting.

Meeting to be held with key staff (teacher/SENCO)

Next steps and way forward discussed

3rd red card - Internal seclusion

Followed up with a reintegration meeting (headteacher/SENCO/teacher outside agencies)

Please note a restorative conversation is to be had throughout this process.

Behaviour Flow Chart



Green—Children who are following our school rules and expectations for behaviour will stay on green. They will earn five minutes green time each day to be enjoyed at the end of the week.

Step 1—A reminder is given to the child of our behaviour expectations.



Step 2—A warning is given to the child if their behaviour has not met our expectations.



Step 3—The child is asked to spend five minutes in the 'Thinking Zone'. Time to reflect.



Step 4—A second warning is given to the child if their behaviour still has not met our expectations .



Step 5—The child is asked to have a 'Time Out' in another classroom for ten minutes. Time to reflect.

The child will receive an **AMBER CARD** for behaviour that has not met our expectations. Parents/carers will be informed.



Step 6—A third warning is given to the child if their behaviour continues to not meet our expectations



Step 7—The child is asked to have a 'Time Out' in another classroom for twenty minutes. Time to reflect.

The child will receive a **RED CARD** for behaviour that has not met our expectations. Parents/carers will be informed.



This is followed up by the classroom adult using a restorative conversation to reinforce expectations for behaviour. The child returns back to green and is given another chance.

This is followed up by the classroom adult using a restorative conversation to reinforce expectations for behaviour. No green time earned.

Restorative Conversation

Where a pupil needs support with their behaviour, a teacher, or other member of staff, will discuss this with them. They will explain to the pupil where their behaviour has not met the agreed standard and what they need to do to improve.

In most cases, a restorative conversation such as this will support children to correct and improve their behaviour and resolve the issue.

The meeting can be formal or informal and will be held once events have settled and the child is calm.

Warning

Where a child continues to break a rule(s), they will receive a clear warning. This may take the form of a verbal warning and/or a 'tick' on the board against their name, a visual card, the movement of their name on a peg or marker, etc. This will depend on the age and development of the child.

When doing this, staff will never humiliate or seek to embarrass a pupil, but it may not always be possible to administer this privately. Staff will normally give children the opportunity to discuss the matter privately after a lesson, or during a quiet moment.

Amber Card

If, following a clear warning, a pupil continues with the standard of behaviour, which is below expectations, or for specific incidents of behaviour (see below), they will be given an 'amber card.'

An 'Amber card' might be given for:

- Reckless behaviour or rough play - where a pupil is unintentionally hurt
- Leaving the class without permission
- Persistent 'Low-level' defiant behaviour or disrespect
- Persistent distracting of other children in class, making distracting noises, calling out, affecting the learning of other pupils, etc.
- Minor breaking of the school rules about banned items
- Minor breaking of the rules about safe online behaviour when in school
- Similar behaviour at the member of staff's discretion

Being awarded an 'Amber Card' will also carry a sanction such as:

- Time out of class (either with a member of the support staff, or in another class, as appropriate)
- Loss of some break / lunchtime
- Staying in to complete or improve work
- An incident involving an 'Amber Card' would be recorded on CPOMS and parents/carers would normally be notified by the class teacher.

Red Card

If a pupil continues with the behaviour following an amber card, they will receive a 'Red card.' A 'Red card' might also be given for single incidents of a more serious nature (see below). It might not always be possible to give a warning before a 'Red card' is given. An 'Red card' might be given for:

- Aggressive physical violence towards a child
- Swearing or threatening language directed towards a member of staff
- Persistently defiant behaviour, especially behaviour which is unsafe
- Significant breaking of the school rules about banned items
- Major breaking of the rules about safe online behaviour when in school
- Theft
- Bullying
- Use of racist, homophobic, transphobic or similar language
- Similar behaviour at the member of staff's discretion

Incidents involving a 'Red Card' will always be recorded on CPOMS and parents/carers will always be informed.

Next steps

If a pupil receives 3 'Red Cards' over a half term period, then a meeting would be held between the school and family. We would agree measures, which would be put in place to support the pupil, and reduce the frequency of behaviour incidents.

These measures might include:

- A behaviour chart or record
- Regular updates between home and school
- Regular time off the playground
- Loss of privileges such as football, use of Chromebooks, access to after-school activities, etc.
- Regular time out of lessons for 1:1 support
- Similar measures agreed with the Headteacher
- Internal seclusion

Internal Seclusion

Internal seclusion should be used in line with the behaviour triangle and only with the approval of the headteacher or a senior leader as person in charge in her absence. A TAM should be put in place for any pupil reaching the seclusion stage of the behaviour triangle. A child may receive a fixed term internal seclusion of half or full days. During this period they will work in a quiet space and will not be in class for lessons. They will not go out for break or lunch with other pupils, but will be supervised to have time outside.

Exclusions

Should behaviour not improve, or in the case of very serious breaches of the school rules, then the Headteacher may issue an exclusion. For full details on exclusions, please refer to Plymouth CAST's Exclusions policy, available on the school website.

Incidents that may cause an exclusion include:

- Aggressive physical violence or significant threats of violence towards a member of staff
- Aggressive physical violence towards a child, causing injury or requiring treatment
- Major incidents of defiance, such as running away / leaving the site, or behaviour which puts themselves, or other pupils at risk, such as climbing on the building
- Major breaches of the school rules regarding banned items, such as bringing in drugs or a weapon
- Major breaches of the rules about safe use of the internet while in school, such as attempting to (or successfully) accessing or distributing online pornography, or using school equipment to bully, or threaten other pupils or staff
- Significant damage to the school site, building or equipment
- Smoking or drinking alcohol on the school premises
- Similar behaviour at the Headteacher's discretion

The school may exclude a child as a result of behaviour which happens away from the school premises, or online.

The pupil's parents, the Chair of Governors, the local authority and the Trust School Improvement Team, will always be notified of any exclusions. Exclusions will always be recorded on CPOMS and SIMS.

A reintegration meeting will take place with the child and parents/carers before they return to school. This may also include outside agencies if required. This meeting will allow the school to communicate to the child that they are valued and that their previous behaviour will not be seen as an obstacle to future success.

Please refer to the DfE guidance for further information: [DfE exclusion guidance](#)

A period of internal seclusion may follow an exclusion if required. This will be at the discretion of the Headteacher. On return, children will be offered a fresh start and a chance to reflect on the impact of their behaviour on themselves and others. This is to support the pupil with their return to school and to the class and to ensure they are ready to reintegrate back to class. Work will be provided during internal seclusions to ensure that children are not disadvantaged.

Fixed term exclusions

It may be necessary to issue a fixed-term exclusion. During this period a pupil would not be permitted on the school site, or to be present in a public place. The school will provide suitable work for them to complete at home. There can be a maximum of 45 days of fixed-term exclusions issued per year for an individual pupil.

Only the Headteacher has the authority to exclude a pupil for a fixed term. Parents/carers will always be informed in writing of the Headteacher's decision to exclude. This letter will explain the rights of parents/carers to make representations to the school's governing body. Although the governing body cannot reinstate a pupil, for a fixed term exclusion of less than 5 days, their

findings can be recorded on the pupil's file. Governors will always be made aware when a pupil receives a fixed term exclusion.

Full details are available in Plymouth CAST's Exclusions policy, available on the school website.

Permanent exclusions

For serious breaches of the school rules, it may be necessary to issue a permanent exclusion. In this case, a pupil would not be permitted to return to the school. The school would need to demonstrate that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the Headteacher has the authority to exclude a pupil permanently. Parents/carers will always be informed in writing of the Headteacher's decision to exclude. All permanent exclusions (and fixed term exclusions totalling more than 15 days) will be reviewed by a panel of governors.

The review panel may direct reinstatement for any pupils excluded for a fixed-term period of more than five days or pupils who would miss a public exam, or pupils who have been permanently excluded.

The removal of a pupil from the school should be used only as a last resort in response to 'serious breaches' or repeated breaches of a school's behaviour policy or to safeguard the welfare and education of other pupils. As such, permanent exclusion is normally the final and most serious step taken in a school's own disciplinary process. It may follow several fixed period exclusions (these cannot total more than 45 days in a school year) and other in school measures, including regular consultation with parents, behaviour contracts/plans or a "managed move" to another school.

Following an exclusion an Academy should reflect on its level of inclusivity – "Can we do anything differently to avoid permanent exclusions in the future?"

For more information please refer to the Exclusion of Pupils policy on our website.

SEND and exclusions

Where an excluded pupil has Special Educational Needs (SEN) or is on the SEN register, it must be demonstrated that the academy has regard for the SEN Code of Practice and has provided extensive means of support to help meet the pupil's needs.

Where a pupil with an EHC Plan is at risk of permanent exclusion or has been issued with a number of fixed term exclusions, the school should contact the Local Authority to request an interim review to assess the suitability of provision for pupil.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Any intervention strategies should be discussed with and involve the pupil's parents.

Where a pupil is becoming vulnerable to exclusion, provision must be reviewed, and where necessary revised, and parents/carers, the school's Education Standards Manager, the Trust's SEND lead officer, outside agencies and the Local Authority involved as soon as possible. If a Looked After Child is issued with a fixed term exclusion or is at risk of permanent exclusion, the pupil's social worker should be contacted as soon as possible.

Bullying

All pupils have the right to be safe and protected from harm, including bullying and harassment of all kinds. At St. Paul's RC Primary school, we believe bullying is best defined as:

Behaviour by an individual or group, usually repeated over time, either intentionally or unintentionally hurting another individual or group, physically, socially or emotionally.

There can be many different types of bullying, but these can include:

- Physical - hurting another pupil/pupils or taking/damaging their property without their consent.
- Verbal - name calling, insulting, making offensive remarks
- Cyber-bullying -the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we pay particular attention to:
 - Racial harassment and racist bullying
 - Sexual bullying & sexting
 - The use of homophobic or transphobic language
 - Bullying of children who have special educational needs or disabilities

No form of bullying is acceptable and all reports of bullying will always be investigated, recorded and actioned.

Through our Catholic Values and Virtues programme, PSHE and Relationship Education lessons, assemblies and class discussions (such as 'circle times') staff aim to create a culture where bullying is not acceptable and children are secure in what to do if they are the victim of, or witness to, bullying.

Responding to incidents of bullying:

- All staff should feel confident in supporting children who raise concerns about bullying
- Children will always be listened to and be reassured that telling a trusted adult is the right thing to do
- Adults will seek to understand the problem and give children the chance to explain how they feel and what they would like to happen to resolve the issue
- In the first instance the class teacher, or if necessary, a member of SLT (or the Headteacher) will investigate all reports of bullying
- The alleged perpetrator will be spoken with by staff and have the opportunity to explain their views on the situation
- Parents/ carers of all children involved will be notified by staff
- Following incidents where bullying is established, the school will implement sanctions from the behaviour policy as appropriate. Support will be given to the child raising the concern. This support will continue as appropriate. The perpetrator will also receive support to understand the consequences of their actions and the expectations of the school
- All incidents will be logged using the school CPOMS system

Child on Child Abuse

In light of the 2021 update to Keeping Children Safe in Education (KCSIE) and the updated KCSIE 2022, the school has reviewed its procedures regarding Child on Child Abuse. The school has a zero tolerance approach to Child on Child abuse.

The details of how we will manage peer on peer abuse are contained in our Safeguarding and Child Protection Policy, available on the school website.

Our principles are:

- The school will create a culture where we recognise that 'it could happen here' when it comes to child on child sexual abuse
- The school will ensure that all staff are vigilant and take action immediately when they identify that Child on Child Abuse has taken place
- Victims of Child on Child abuse will be listened to and supported
- Child on Child Abuse will never be passed off as 'banter'
- All instances of Child on Child Abuse will be recorded on CPOMS and reported verbally to the DSL / DDSL when urgent

For full details on the steps the school will take, please see our Anti-bullying Policy, available on the school website.

Bullying and behaviour incidents that happen outside the school premises Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

The school will follow DFE guidance 'Behaviour in Schools 2022'

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- When taking part in any school-organised or school-related activity;
- When travelling to or from school;
- When wearing school uniform;
- When in some other way identifiable as a pupil at the school;
- That could have repercussions for the orderly running of the school;
- That poses a threat to another pupil; or
- That could adversely affect the reputation of the school.

Behaviour incidents online:

- Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place.
- The same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect and dignity.
- Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour.

Parents / carers are responsible for the behaviour of their children while they are at home, but the school will act (including the implementation of sanctions, up to and including permanent exclusion) where behaviour off-site, or online, negatively impacts the wellbeing or welfare of pupils. Where a criminal offence has been carried out, the school will report this offence to the Police and support them with appropriate inquiries.

Mobile phones and other electronic equipment

Mobile phones should only be brought to school in exceptional circumstances e.g. for children walking home alone, and always with the knowledge and consent of parents / carers. Mobile phones should not routinely be brought into school by pupils. On entry into class, mobile phones should be switched off and given to the class teacher, who will store them in the school office area. No mobile phones are permitted to be left in children's bags. Children should not have access to their phone during the day and it will be returned to them as they leave.

Children must not bring their mobile phone on a school trip. It should be stored in school, as above.

Searching for and confiscating pupil property

The school prohibits certain items and pupils must not bring them onto the school site:

- Knives and weapons
- Illegal drugs
- Stolen items
- Alcohol
- Equipment for smoking or vaping
- 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 property of; any person (including the pupil).
- Fireworks
- Pornographic material
- Other items which may be detrimental to the safety of pupils or staff, or the safe and calm running of the school
- Mobile phones are not permitted to be in a pupil's possession during the school day. As such, the school may legitimately search for and confiscate a mobile phone or similar electronic device.

The school will follow DFE guidance, 'Searching, Screening and Confiscation - Advice for schools, 2022'

- Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.
- Headteachers and staff they authorise have a statutory power to search a pupil, or their possessions, where they have reasonable grounds to suspect that the pupil may have a prohibited item listed above.
- A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.
- The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves
- An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting: poses a risk to staff or pupils; is prohibited, or identified in the school rules for which a search can be made; or is evidence in relation to an offence.
- Staff may examine any data or files on an electronic device they have confiscated...as a result of a search

The school will always seek the consent of a pupil before a search takes place. However, if the Headteacher, or nominated member of staff, has reason to believe that the pupil is in possession of any of the items listed above, the search can take place without their permission. The Headteacher has nominated all school teaching staff with the authority to conduct searches in accordance with the DFE guidance. The headteacher would always be notified of a search, normally before the search takes place.

Wherever possible, pupils, or their parents / carers, will be present for a search of a pupil's possessions, such as a bag or jacket. This may not be the case where the Headteacher, or nominated member of staff, has reason to believe that a pupil is at risk of imminent harm (including the pupil whose possessions are being searched).

Parents/carers will always be notified if their child has been subject to a search. A search will always be recorded on CPOMS.

School trips, residentials and lunchtimes

The same rules and expectations apply during lunchtimes and off-site visits. Volunteers and staff of the location being visited, may be authorised by the Headteacher to apply agreed specific aspects of the behaviour policy to St. Paul's pupils.

Pupils trespassing on the school site

Entering the school site when the school is closed is dangerous. The school has full CCTV coverage. If we believe that one of our pupils has trespassed on the school site, then we have the right to refer this matter to the police and share the CCTV footage with them. Any criminal behaviour, including criminal damage caused by our pupils, would also be shared with the police.

For full details on how we support children with SEND, please refer to the school's SEND policy, available on our website.

Complaints Procedure

Should a parent/carer have a concern about the way in which they believe their child has been treated, they should in the first instance discuss this with the class teacher. If the concern continues, SLT should be informed so a meeting can be set with the class teacher, or teacher who dealt with the incident, and the parents. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the attention of the Headteacher. If the Headteacher is unable to resolve the difficulty, the parents' concerns should be put in writing to the Chair of Governors.

The complaints policy can be found on the school's website.

Review

Date reviewed and adopted: 22.03 .23

Date of next review: March 2024

Headteacher: Miss Sarah Rowe