



St Francis of Assisi  
CATHOLIC ACADEMY TRUST

# **St Cross Catholic Primary School** a part of **St Francis of Assisi Catholic Academy Trust**

## **Behaviour Policy**

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| <b>Ratified by:</b> | The Local Governing Body of St Cross Catholic Primary School                                                                             |
| <b>Date:</b>        | November 2023                                                                                                                            |
| <b>Signature:</b>   | <b>W Bolivar</b>                                                                                                                         |
| <b>Review Date:</b> | November 2026                                                                                                                            |
| <b>Circulation:</b> | Governors<br>All staff (on shared network)<br>Volunteers (part of induction pack if appropriate)<br>Parents on request<br>School Website |

## Aims:

This policy has been developed with the following aims:

- It is our aim that each child should develop moral values and a code of behaviour based upon Christ's teaching and example. We believe that children should be treated fairly, consistently and with their individual needs accounted for, therefore being made to feel valued within the school.
- All staff are involved in rewarding positive, and modifying undesirable behaviour to foster an environment conducive to good behaviour and high expectations. Staff will clearly communicate to the pupil, behaviour that is acceptable and will continue to show respect to the individual.
- We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- Encourage the close liaison of home and school to support positive behaviour.

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)

## Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti Bullying Policy
- Home School Agreement

## Incidents of Bullying

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

Bullying is, therefore:

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

The procedures for dealing with both the bully and the victim are detailed in the Anti-Bullying Policy. ***Bullying is taken seriously and parents are informed as deemed appropriate.***

## **Roles and responsibilities**

### **The Governing Board**

The governing body is responsible for reviewing and approving the written statement of behaviour principles. The governing board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles – **St Cross Way (Appendix 1)**. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMs

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

### **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### **Pupil code of conduct: ('St Cross Way' See Appendix 1).**

Pupils are expected to:

- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Develop skills, knowledge and attitudes that will prepare them well for life beyond school
- Work and play independently and co-operatively
- Value and care for themselves, others and the physical environment
- Resolve disputes positively developing a sense of fairness

- Be aware of and understand their rights and responsibilities Christian citizens
- Be aware of their own emotions and actions and take responsibility for these
- Be positive contributors to the school, parish, local and international community
- Have respect for all, regardless of culture, religion, race or gender
- Support and forgive each other when things go wrong and be open to the idea of reconciliation

### **Expectations:**

This implies that we should:

- Promote good behaviour by an emphasis on work, polite behaviour and by using a consistent system of rewards and sanctions
- To work in partnership with parents/carers. We realise that families' knowledge of their children is invaluable so try to keep families as well informed as possible. We will always try to listen to and to respond to concerns expressed by pupils, parents/carers and governors.
- Treat all parents/carers/visitors and each other with courtesy and respect and model polite behaviour within our school.
- Remain calm and controlled when dealing with incidents and to focus on the unacceptable behaviour, not the child – to avoid labelling.
- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time and when moving around the building.
- Treat each child fairly and enforce the classroom / school code consistently. The staff should treat all children with respect and understanding.

### **Classroom Procedures:**

- All members of staff are encouraged to adopt a positive approach to behaviour management and marginalising poor behaviour choices.
- All classrooms should be calm, quiet working environments in which everyone is treated equally and with respect.
- Children will be actively taught the school and class 'codes of conduct' and procedures through assemblies and teacher lead-class discussions.
- Individual teachers come up with their own class rules as appropriate to the age of the children they are teaching. The children are encouraged to contribute to the class rules.
- Rules will be displayed clearly in all classrooms.
- Expected behaviours must be explicitly explained or demonstrated.
- Praise should be given once a child demonstrates the expected behaviour.
- A range of strategies to encourage appropriate behaviour should be used, before sanctions are applied:
  1. Praising children who are behaving appropriately
  2. Making eye contact with the child
  3. Pausing/waiting for complicity
  4. Asking the child a question

**Rewards:**

| <b>Rewards:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Examples:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>Examples of things to say or do may include:</p> <ul style="list-style-type: none"> <li>• House point</li> <li>• Verbal praise</li> <li>• Inform class teacher</li> <li>• A nod, a smile, a thumbs up</li> <li>• A positive word</li> <li>• A sticker</li> <li>• Visit another teacher to celebrate work</li> <li>• Parents informed verbally</li> <li>• Opportunity to share work with other children or adults</li> <li>• Recognition in celebration assembly- Gold Book, receive a certificate, photo on school website.</li> <li>• Visit Headteacher, Deputy Headteacher for recognition or to receive a sticker.</li> </ul> | <ul style="list-style-type: none"> <li>• Displaying good manners</li> <li>• Lining up sensibly</li> <li>• Tidying up</li> <li>• Listening carefully</li> <li>• Working hard</li> <li>• Being ready to work</li> <li>• Being kind</li> <li>• Assisting others</li> <li>• Seeking out challenge</li> <li>• Demonstrating resilience and determination</li> <li>• Producing high quality work</li> <li>• Outstanding effort in a piece of work</li> <li>• Outstanding behaviour</li> </ul> |

**Sanctions:**

| <b>Sanctions:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Examples:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>Strategies developed within the classroom.<br/>Examples of things to say or do may include</p> <ul style="list-style-type: none"> <li>• A look or a verbal warning</li> <li>• A reminder of the school rules delivered privately</li> <li>• Repeat reminders if reasonable</li> <li>• Caution: a clear verbal caution delivered privately, making the student aware of their behaviour and clearly outlining the consequences if they continue</li> <li>• If behaviour does not improve and if appropriate, the 30 second script may be used.</li> <li>• If necessary two minutes of playtime is missed (if the child reaches this step it is not part of future negotiation and cannot be removed or reduced).</li> <li>• Child may complete unfinished work at playtime supervised in class by teacher or TA</li> <li>• Opportunity to resolve with another child</li> <li>• Conversation to explain, repair and resolve</li> <li>• Parents invited in to discuss behaviour</li> <li>• Restorative Behaviour: child and adult discuss behaviour, consequences and how to make reparation.</li> <li>• Child to fill in behaviour resolution form with adult if appropriate</li> </ul> | <ul style="list-style-type: none"> <li>• Calling out inappropriately</li> <li>• Silly noises</li> <li>• Not listening</li> <li>• Talking in class whilst the teacher is talking</li> <li>• Shouting in the dining hall at lunchtime</li> <li>• Not lining up and walking quietly to class from break time.</li> <li>• Persistently distracting others</li> <li>• Behaving inappropriately during meditation</li> <li>• Being unkind to other children</li> <li>• Name calling</li> <li>• Excluding others</li> <li>• Repeated ignoring adults' instructions</li> <li>• Being wasteful with resources</li> <li>• Poor attitude to learning</li> <li>• Fighting</li> <li>• Stealing</li> <li>• Graffiti and vandalism</li> <li>• Deliberate damage to property</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Playtime or lunchtime break may be missed</li> <li>• Not allowed to join school trips if behaviour is potentially unsafe</li> <li>• Protective and educational consequences</li> <li>• Risk assessment</li> <li>• Exclusion</li> </ul> <p>The Headteacher has the right to take immediate action in the case of any serious incident.</p> | <ul style="list-style-type: none"> <li>• Intimidation</li> <li>• Bullying behaviour</li> </ul> |
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## Children with Special Needs

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Some children fall outside this Positive Behaviour Policy. Such children may be given a Strategy Plan for behaviour and support may be obtained from SEMHL (Social, Emotional, Mental Health and Learning). A specific plan may be drawn up with individualised rewards and sanctions in conjunction with child, parent, school and support service if appropriate.

## Challenging Behaviours (Circle of Consequence Appendix 2)

We understand that children can behave in challenging ways at times and we use the following strategies to further promote positive behaviour in these situations:

- Talking calmly to the child in an appropriate place, at an appropriate time.
- Meeting with parents and carers to develop a shared approach.
- Identifying triggers that cause behaviour to escalate and taking pro-active steps to manage these.
- Reflecting on provision, making reasonable adaptations and trialling a range of additional strategies to engage and support, e.g. safe place, anger routine.
- Using a personalised approach to prevent escalation, e.g. during transition times.
- Emphasising and acknowledging positive behaviour choices.
- Developing a positive relationship and emotional connection with the child through sharing a 'special' activity or game.
- Seeking support from a colleague when necessary.

## Fixed term and permanent exclusions

In exceptional circumstances it may become necessary for a child to be permanently excluded from the school; staff in school will do all that they can to avoid this situation arising.

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

There will be times when an action warrants an immediate lunchtime, fixed term or permanent exclusion.

For example:

- Persistent poor behaviour that disrupts teaching and learning

- A serious case of bullying
- Inappropriate sexual behaviour (including peer on peer abuse)
- Persistent bullying- including on-line bullying
- Inappropriate on-line behaviour
- Where the safety of any members of staff is put at risk
- Where the safety of other children is put at risk
- Where the safety of the individual themselves is at risk
- Serious fighting that causes injury to another
- Racist abuse or intimidation

In the event of a child being seriously violent to another child or adult, a risk assessment will be drawn up which identifies if fixed term exclusion is necessary for health and safety reasons. After a fixed term exclusion a child will attend a restorative meeting with parents to welcome the child back to school and to establish appropriate protective and educational consequences that need to be put into place.

## **Recording**

Careful recording is vital for it may illustrate a particular pattern of behaviour which can support further action, or which can convince parents of the need for co-operation or intervention by other agencies. If records are not correctly and regularly completed those who have to deal with problems later in a child's school career may not have a full picture to allow for fair and suitable judgements. Communication with parents with regard to poor behaviour, including an Internal Exclusion, will be recorded on CPOMs and a phone call made to parents.

## **Strategies for Management of Behaviour**

Please note that all behaviour incidents are logged electronically on CPOMS.

### **Classroom management:**

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Model good manners and code of conduct
- Set their own classroom rules
- Develop a positive relationship with pupils, which will include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

For persistent low level behaviours and disruption, an Individual Behaviour Plan will be written and put into action. Specific, achievable targets will be set, backed up by individual behaviour systems. This will be monitored by the class teacher, teaching assistants, the SENCO and the Head teacher.

## Restorative Practice

In line with the behaviour policy, St Cross uses restorative practice in order to resolve conflict and preventing harm. Restorative practice enables those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative practice refers to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

To be effective, restorative practice is used across the school. This means all pupils, staff (including non-teaching staff), management and the wider school community must understand what acting restoratively means and how they can do it.

At St Cross Catholic Primary School, we believe it is best to do things WITH the children. Wherever possible we should use fair process and our responses to challenging behaviour should involve building relationships and repairing harm.

In order to use restorative meetings effectively we will make a commitment to consider:

- Physical space- consider the setup of the room, sit side by side, no desk, walk and talk if more appropriate.
- Focus on the outcome- what does the child need to learn from this?
- Time- make sure you give enough time (10-15 minutes).
- Do not take too many notes- be present in the meeting.
- Language- do not be flippant, judgemental or sarcastic.
- Resist any external interruptions.
- Stick to the behaviour you are dealing with.
- End the meeting well.

## Restorative questions

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

## Negative Consequences (Using Restorative Practice)

If negative behaviours continue to be exhibited, we use the following series of consequences in a progressive and appropriate way in response to each individual situation. It is expected that good order and a positive climate are maintained. We do not use whole class negative consequences. At all times we remember that it is the immediacy and certainty of response rather than the severity that matters.

Consequences must be made by a paid member of school staff or a person authorised by the head teacher on the school premises or while the pupil is under the charge of a member of staff. Consequences must not breach any other legislation (eg in respect of disability, SEN, race or other equalities and human rights) and must be reasonable in all circumstances.

The following set of steps are focused on small but certain consequences and a restorative,



not punitive, ending: Reminder, Warning, Time Out, Time to Make Things Right, Time to Talk. Our emphasis is upon supporting the child to make a good choice and on recognising (and praising) when this happens quickly to get them 'back on track'.

### **Conversations may look as follows:**

#### **1. Reminder**

If a child is doing something inappropriate, talk calmly to the child and tell them to stop. Remind them of a recent example of their good behaviour. Give a quiet verbal reminder of the relevant Golden Rule or routine, delivered privately wherever possible, e.g. Our rule is we listen; Do you remember yesterday when you listened really well in Maths? That is whom I need to see today. Thank you.' Offer support and give 'take up' time as appropriate.

#### **2. Warning**

Say to the child that this is a warning and that if that particular behaviour continues then they will have 'time out' away from the rest of the class or walking with an adult if at playtime or lunchtime. Remind the child that this is a chance to make a good choice and change their behaviour.

*Our rule is we listen. You need to stop talking when someone else is talking. If you keep talking, you will go and sit on the chair/ sit by the wall/ walk with me at playtime. I know you can make a good choice. Thank you.'*

#### **3. Time out**

If the child does not moderate their behaviour, they are asked to move away from the rest of the class or to walk with an adult if at playtime or lunchtime for a short period. 'Time out' is a few minutes for the child to calm down, think about their behaviour choices and compose themselves.

When placing a child in 'time out', we remind them of the relevant rule and set the expectation that they will be ready to make a good choice in a few minutes and re-join the group. Sand timers may be used to support the management of time out.

*'(Child's name), our rule is we listen. You are still talking. You need to come and sit on the chair/sit by the wall/ walk with me at playtime and think about your behaviour. Thank you.'*

#### **4. 'Time to Make Things Right' Repairing Harm**

If a child carries on with the same behaviour after 'time out' they are expected to spend some of their free time, (playtime), to 'repair' any harm caused, e.g. helping the adult who has spent time managing the child's behaviour with a job, tidying any mess made, completing an activity or showing kindness to a child who has been hurt. The link between the behaviour and the harm in need of repair is made clear. We ensure that 'protective' consequences, e.g. spending some time off the playground, is followed by 'educational' consequences, e.g. spending some time practising playing kindly with an adult or small group of children. We help children to understand the effect their behaviour can have upon others and aim to teach them how to make better choices next time.

Any apology made includes specific reference to the particular behaviour exhibited, e.g. 'I'm sorry for disturbing the learning.' We do not force apologies to be made that are insincere.

When a child has reached step 4, the class teacher informs their parent/carer at the end of the day or as soon after this as possible (either in person or in a phone call) and sets the expectation that the child will make better choices tomorrow.

If a child needs to miss up to five minutes of playtime – this is done in class and is managed by the class teacher. Sand timers may be used to support the management of missing free time. If a child needs to miss the whole of playtime, they are taken to the hall. An adult from their class collects the child at the end of playtime and supports their return to class, reminding them of the relevant rule and setting the expectation that they are ready to make good choices again.

If a child is missing part or all of lunchtime play – they are taken to the library (having informed a member of SLT on duty). An adult from their class collects the child at the end of lunchtime and supports their return to class, reminding them of the relevant rule and setting the expectation that they are ready to make good choices again.

## **5. 'Time to Talk' A Reflective Conversation - Restore and Repair**

Whenever a child has reached step 4, we support 'Time to Make Things Right' with a restorative conversation using our restorative questions. We encourage the child to take responsibility for their behaviour choices, to consider the impact on themselves and others and to plan how to respond more positively next time.

We recognise that it may take time for some children to be ready to have a restorative conversation and that restorative conversations can take place in different places, e.g. in the classroom, over lunch, walking on the playground. Whenever possible, we ensure the conversation takes place on the same day. If this is not possible, the same adult will follow the incident up with the child at the next possible opportunity to do so. We sometimes support restorative conversations with our restorative storyboard. We expect children to work hard and try their best in all activities. If a child has not done so, they may be asked to complete or re-do part of a task during playtime (under supervision). We expect children to listen during lesson time and to behave in a way that allows everyone else in the class to learn too. If a child has not done this, they may miss a couple of minutes of their playtime to talk to an adult about their behaviour. We ensure that any physically inappropriate behaviour is dealt with robustly in order to keep everyone safe. This will involve a period of 'Time Out' with 'Time to Talk' through the consequences of this behaviour on others.

## **Hertfordshire steps**

Hertfordshire Steps is an approach to behaviour management that aims to reduce and manage conflict and build a positive school ethos. All staff were trained in this approach and will take part in refresher sessions yearly. The training covers a range of areas including conflict de-escalation, calm body language, debriefing and positive handling techniques.

Principles:

- We will always talk to children respectfully and calmly- reducing conflict and leading by example
- We will help children and try to reduce conflict
- We will use a calm stance and a de-escalation script in a conflict situation
- We will allow the child time to calm down after an incident, after which there will be a debrief
- We will teach children to self-regulate

- A risk management plan will be completed for any child for who there is a foreseeable risk that they may behave in a way which will cause harm to themselves, others or property
- Incidents will be recorded, including triggers and consequences.

## **Physical interventions**

It may be necessary in a situation of clear urgency or extreme danger to use restrictive physical interventions (for example if the foreseeable outcome of behaviour is hospitalisation, significant distress or extensive damage). All staff will use the Herts Steps approaches to safe restrictive physical intervention. Physical intervention may also be used to comfort a child in distress, gently direct a person for activity purposes or to avert danger. Supportive, sideways hugs may be used to communicate comfort or reward.

## **Discipline off the school site**

School has the legal authority to discipline children appropriately should they be deemed to be acting inappropriately.

Teachers may discipline pupils for misbehaviour:

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

Teachers may also discipline pupils, whether or not the above conditions apply, for misbehaviour that:

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

In all cases, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the control of the staff member. On an Educational Visit the Headteacher and any member of staff or helping parents with whom she has given permission may discipline children according to school policy. This will be stated in letters to parents in advance of the school trip.

## **Searching a child**

Legislation (Education and Inspections Act 2006, Violent Crimes Reduction Act 2006) allows for a school who has reasonable grounds for suspicion that a child is in possession of an item that is prohibited or which could cause personal injury or damage to property.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- 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).

- tobacco and cigarette papers;
- fireworks
- pornographic images.

The search can be carried out by the Headteacher or a member of staff designated by the Head. There will always be two members of staff present where it is safe to do so. The search would take place in the Headteacher's Office with the door open and two members of staff present. A search would take place in a manner as unobtrusive as possible whilst ensuring the safety of children and staff remains a priority. When applicable (e.g. an offending object is found) Police and Social Services will be notified. Parents will also be informed. Should nothing be found, parents will always be notified of what has occurred and the reasons for the search. Should an offending article be found it would be confiscated or disposed of appropriately by the school or police and parents would be notified.

### **Confiscation**

- Legislation allows schools to confiscate any item that is:
- poses a risk to staff or pupils;
- is prohibited • is evidence in relation to an offence.
- deemed unsuitable for possession within school.

Any such item will be retained by the class teacher and returned to the child or parent at the end of the day. In the event of controlled drugs being found, they should be delivered to the police as soon as it is possible to do so. If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable. Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images.

Police and Social Services will be informed should the item confiscated raise concern. The school will follow the guidance stated in, "Searching, Screening and confiscation-advice for schools" (2022)

### **Prejudice related incident**

A prejudice related incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics of age, disability, faith/belief, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, sex or sexual orientation.

As a school, we will not tolerate prejudice. Through PSHE (Jigsaw Scheme), RE, circle time, art weeks, topic work, story time, assemblies, drama, role play and playtimes the children learn that diversity is a good thing, providing us with richness and variety that we should embrace. We make good use of a range of resources to promote the development of positive views of diverse cultures.

Any overtly racist incidents are logged and forwarded to the LA. We work with pupils and their parents where such incidents have occurred.

The school will endeavour to make all reasonable adjustments for any child as stated in the Disability Act

## **Staff induction and Training**

We ensure that newly appointed staff (including teachers, teaching assistants, administrative staff and MSAs) are informed of our approach and strategies to the management of behaviour soon after the commencement of their appointment. This will be the responsibility of the Headteacher, supported by the team leader with whom the new staff member will be working (in the case of admin staff this will be the Headteacher).

Where possible we will use regular supply staff who will also be made aware of our approach. It is expected that volunteers in school ensure policies and procedures are consistently followed however only paid members of staff may issue consequences to a child.

Any member of staff experiencing specific behaviour management issues will be fully supported by colleagues and the Headteacher. In the first instance we will identify the particular issues to see whether it is a pupil problem that impacts upon many staff or whether it is a training issue for that particular member of staff. Where necessary the SENCO will meet with the staff member to support the setting of Risk Reduction Plan and strategies or if necessary to initiate some training through mentoring, observing colleagues and/or attendance on courses.

## **Pupil transition**

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **Monitoring and Evaluation**

The governing body will evaluate the impact of this policy by receiving data from the Headteacher through the Headteacher's report, analysed by year group, reporting on:

- number and range of rewards for good behaviour each term
- analysis of behaviour through CPOMs
- instances of bullying and racial incidents, as reported on returns to the LA, and action taken
- support/ actions provided for the victims.

## Appendix 1

### **St. Cross Way**

*Speak well of others*

*Take turns*

*Care for each other, following Jesus*

*Respect everyone, always remembering your manners*

*Offer to help others*

*Speak the truth*

*Share your ideas*

*Wear your uniform with pride*

*Always listen attentively*

*You can make a difference!*

## Appendix 2

### **Circle of Consequence**

