



Mission Statement

Christ taught us to love one another.

As a school we follow his example, appreciating everyone as a unique gift from God. We encourage each individual in the BEC Federation to achieve their true potential, giving them a firm foundation through love, learning and worship, to guide them on their journey through life.

Jesus said, "Love one another as I have loved you." (John 13: 34)

Behaviour policy and statement of behaviour principles policy

Policy Type	Policy Number	Prepared by (job title) and date
Statutory	SO6	Executive Headteacher Autumn 2025
Approval Date	Review Frequency	Review Due Date
02.12.25	Annual	Autumn 2026
Signed on behalf of the Full Governing Body	<i>G.M.Kendrick</i> (Chair of Governors)	02.12.25 Updated 10.2.26



Our Lady Help of Christians Catholic Academy Trust

Providing an inspirational, outstanding Catholic education for all the children and young people in our schools.

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1. Aims

Our behaviour policy is designed to ensure that all young people at The Blessed Edward Campion Federation have the opportunity to learn, achieve and be successful, but we also emphasise the need for every child to respect each other and those who work with them.

“If you treat people as they are, you will be instrumental in keeping them as they are. If you treat them as they could be, you will help them become what they ought to be”. Goethe.

This policy aims are based in the Catholic ethos of both schools to:

- › Create a positive culture that promotes excellent behaviour based on Gospel values, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the Catholic ethos and values of the schools
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at schools 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at schools](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

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

3. Definitions

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Executive Headteacher and Head of School
- Monitoring the policy's effectiveness
- Holding the Executive Headteacher and Head of School to account for its implementation

5.2 The Executive Headteacher

The Executive Headteacher in conjunction with the Head of School is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the schools environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log (CPOMs) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, Catholic values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school's culture and how they can uphold school rules and expectations

- Recording behaviour incidents promptly on CPOMs
- Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the schools of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the schools directly, whilst continuing to work in partnership with the schools
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

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

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

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

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

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

Extra support and induction will be provided for pupils who are mid-phase arrivals or attend the HUB at Shrewsbury Cathedral Catholic Primary Schools and Nursery

6. Schools behaviour curriculum

The BEC Federation of schools promotes a culture that promotes excellent behaviour.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Demonstrate Catholic values
- In class, make it possible for all pupils to learn

- Move quietly around the schools
- 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 schools into disrepute, including when outside schools or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

In line with DfE statutory guidance (February 2024), mobile phones and smart devices are prohibited from use during the school day at both schools in the BEC Federation.

Definition of the school day: The school day is defined as from the moment pupils arrive at school until they leave the school premises at the end of the day, including break times and lunchtimes.

Arrangements for Upper Key Stage 2 pupils:

- Some pupils in Upper Key Stage 2 may bring mobile phones to school if they walk home independently
- Phones must be switched off (not just on silent) before entering the school premises
- Phones must be handed in to the designated storage area at the start of the school day
- Phones will be returned to pupils at the end of the school day
- Pupils must not access their phones during the school day for any reason

Exceptions: Exceptions to this policy may be made on a case-by-case basis for:

- Medical reasons (with appropriate documentation)
- Reasonable adjustments for pupils with SEND where appropriate

Smart watches: Smart watches with communication or internet capabilities are treated the same as mobile phones and must not be used during the school day. Basic watches that only tell the time are permitted.

Searching for mobile phones: Staff have the power to search for mobile phones if they have reasonable grounds to believe a pupil has one in their possession during the school day in breach of this policy. See section 7.6 for full searching procedures.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour levels and their own classroom rules related to school charter
- Develop a positive relationship with pupils, which may 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

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents
- Regular marking to help every child make progress
- Merits (St Patrick's), house points (SCCPS and N), green cards (SCCPS and N) and rewards
- Positions of responsibility
- Whole-class rewards

Shrewsbury Cathedral Catholic Primary School and Nursery

Pupils can be given green points by all members of staff. Green points are given for good work, good learning behaviour and for good behaviour ie manners and courtesy. Small rewards are given out when a child meets a threshold.

St Patrick's

Pupils can be given "merits" by all members of staff for doing something good in terms of their *attitude, attainment or achievement*. They are recorded on Class Dojo. In books merits are marked as (M). No more than 5 merits should be given at any time. Merits should be used around the school and across the school day including assemblies, lunchtimes etc.

Small class rewards are given each time a child reaches 25 merits. These rewards are decided by the class at the start of the year and could include:

- use of 'teacher chair' for the day
- entry to early lunch with a friend
- wearing mufti
- 15 minutes iPad time with a friend

- Bring in a toy from home to play with at breaktime

Once a child reaches 100 merits they get a bronze certificate , 200 for silver, 300 for Gold, 500 for platinum status (also a voucher reward).

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Children are provided with a clear structure for warnings in class:

St Patrick's Catholic Primary Schools

In order to standardise our approach to dealing with negative behaviour and ensuring parental support of the process, it will follow a progressive scale of response.

Level 1 – Well done! You are demonstrating excellent learning behaviour and social skills.
Level 2 - You are demonstrating good learning behaviour and social skills.
Level 3 - You've received a verbal warning. It's time to level up your behaviour.
Level 4 - You've received two verbal warnings. Follow the adult's instructions to help you level up your behaviour.
Level 5 - You will now need to complete a reflective walk. This will be your chance to recap, reflect and recharge.
Level 6 - You are struggling to recap, reflect and recharge. You will need to spend some time away from class.
Level 7 – You are not in control of your behaviour at this point. You need to spend time and talk with another adult such as Mr Hawes and Mrs Price.

All children will start the day at level 2. If a child moves down the levels they are expected to reflect on their behaviour using their class rules and school charter and then level up their behaviour.

Our reflective walk is used as part of a restorative approach. The reflective walk takes place on the lower playground. Whilst the child is completing the reflective walk a member of staff will speak to the child about their behaviour. This will ensure that the child will be clear about their next steps.

If a child gets to level 5,6 or 7 the parents or carers may be informed.

If a child gets to level 5, five times in a term then a meeting will be arranged between the parent / carer, class teacher and Executive Headteacher or Head of School to discuss their child's behaviour and to identify next steps which could include a behaviour record.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Shrewsbury Cathedral Catholic Primary Schools and Nursery

In order to standardise our approach to dealing with negative behaviour and ensuring parental support of the process, it will follow a progressive scale of response.

Level 1 – Well done! You are demonstrating excellent learning behaviour and social skills.
Level 2 - You are demonstrating good learning behaviour and social skills.
Level 3 - You've received a verbal warning. It's time to level up your behaviour.
Level 4 - You've received two verbal warnings. Follow the adult's instructions to help you level up your behaviour.
Level 5 - You will now need to complete a reflective walk. This will be your chance to recap, reflect and recharge.
Level 6 - You are struggling to recap, reflect and recharge. You will need to spend some time away from class.
Level 7 – You are not in control of your behaviour at this point. You need to spend time and talk with another adult such as Mr Hawes and Mr Higgins.

All children will start the day at level 2. If a child moves down the levels they are expected to reflect on their behaviour using their class rules and school charter and then level up their behaviour.

Our reflective walk is used as part of a restorative approach. The reflective walk is from the playground to the prayer garden. Whilst the child is completing the reflective walk a member of staff will speak to the child about their behaviour. This will ensure that the child will be clear about their next steps.

If a child gets to level 5,6 or 7 the parents or carers may be informed.

If a child gets to level 5, five times in a term then a meeting will be arranged between the parent / carer, class teacher and Executive Headteacher or Head of School to discuss their child's behaviour and to identify next steps which could include a behaviour record.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions (HUB children in the mainstream at SCCPS and N) will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils.

For clarity, this guidance will use the following definitions:

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint. The staff will use the specified restraint techniques as set out in Appendix 2.

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and verbally reported to parents
- Be reported to parents in writing
- Be reported to governors

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. When making this assessment, the member of staff should consider whether this is necessary and proportionate. All incidents of reasonable force will have follow-up conversation(s) to facilitate reflection, learning and to support pupil and staff wellbeing.

7.6 Confiscation, searches, screening

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

Confiscation

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

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

Searching a pupil

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

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

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

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

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the Executive Headteacher to try and determine why the pupil is refusing to comply.

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

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

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

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

Outer clothing includes:

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

Searching pupils' possessions

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

- Drawers
- Cloakroom area
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). The Executive Headteacher, Head of school or DSL will tell the parents as soon as is reasonably practicable:

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

Support after a search

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

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

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on schools premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into schools, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The schools will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Executive Headteacher or Head of Schools
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any schools-organised or schools-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Executive Headteacher or Head of School will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help

- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy and Child on Child policy for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy, Child on Child policy and Whistle Blowing policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

Pupils can be issued with detentions during break.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised and will be removed for a fixed period of time.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Executive Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log (CPOMS).

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-schools sanctions and interventions.

The decision to suspend or exclude will be made by the Executive Headteacher or Head of School and only as a last resort.

Suspensions maybe given as a consequence of severe behaviour such as:

1. Physical assault against pupil: (includes) • Fighting • Intentional violent behaviour i.e. punching, kicking, scratching, biting, hitting, pushing • Wounding • Obstruction & jostling	2. Physical assault against adult: (includes) • Intentional violent behaviour i.e. punching, kicking, scratching, biting, hitting, pushing, • Wounding • Obstruction & jostling	3. Verbal abuse/threatening behaviour against a pupil: (includes) • Threatened violence • Aggressive behaviour • Swearing • Homophobic abuse and harassment • Verbal intimidation • Carrying an offensive weapon
4. Verbal abuse/threatening behaviour against an adult: (includes) • Threatened violence • Aggressive behaviour • Swearing • Homophobic abuse and harassment • Verbal intimidation	5. Bullying (includes): • Verbal • Physical • Prejudicial Bullying i.e. racial, sexual orientation, religious • Sexual Bullying • Cyberbullying • Relational Aggression i.e. emotional bullying	6. Racist Abuse (includes): • Racist taunting and harassment • Derogatory racist statements • Swearing that can be attributed to racist characteristics • Racist swearing • Racist graffiti

Carrying an offensive weapon		
7. Sexual misconduct (includes): - Sexual abuse - Sexual assault - Sexual harassment - Lewd behaviour - Sexual bullying - Sexual graffiti	8. Drug and alcohol related (includes): - Possession of illegal drugs - Inappropriate use of prescribed drugs - Drug dealing - Smoking - Alcohol abuse - Substance misuse	9. Damage (includes): - Vandalism - Arson - Graffiti
10. Theft (includes): - Stealing school property - Stealing personal property (pupil or adult) - Stealing from local shops on a schools outing - Selling and dealing in stolen property	11. Persistent Disruptive Behaviour (includes): - Challenging behaviour - Disobedience - Persistent violation of school rules	

Incidents involving knives, theft, arson, serious assault, damage to school property are likely to lead to permanent exclusion. In such cases parents are always notified and their right to appeal explained. Such incidents are very uncommon in schools. In any of these cases the school may also involve the police. Continuous disruption to learning may also lead to a permanent exclusion if improvement is not made.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

- If a pupil has an education, health and care (EHCP) plan, the provisions set out in that plan must be secured and the schools must co-operate with the local authority and other bodies

As part of meeting these duties, the schools will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

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

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

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

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

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

9.4 Pupils with an education, health and care (EHCP) plan

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

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

10. Supporting pupils following a sanction

Following a sanction, the schools will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the schools.

This could include measures like:

- Reintegration meetings
- Daily contact with an identified member of staff
- A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

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

12. Training

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

- The proper use of restraint - MAPA
- The needs of the pupils at the schools
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed each term by Graeme Hawes – Executive Headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term

➤ By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Executive Headteacher and full Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Governing Body.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Child on Child policy
- Whistle Blowing policy
- Anti-Bullying policy

Appendix 1: written statement of behaviour principles

- Everyone has a right to feel safe at school. The Governors at The Blessed Edward Campion Federation are committed to ensuring that every child is protected from harm.
- Everyone is of equal value and will be valued equally regardless of whether or not they have a disability, whatever their ethnicity, culture, religious affiliation, national origin or national status, whatever their gender and gender identity and whatever their sexual identity.
- It is everyone's responsibility to help make our school a happy and safe place where everyone can be a successful learner. Staff and volunteers set an excellent example to pupils at all times.
- We expect that the behaviour of children will enable teachers to teach, and each other to learn.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- Everyone is responsible for his/her own behaviour for learning.
- Good behaviour for learning will be celebrated and rewarded.
- The education of the vast majority of children will be protected from disruption by a small minority of unacceptable behaviour.
- Unacceptable behaviour for learning will be met with consequences.
- Parents will be informed about the expectations of the school and about the consequences if their child behaves inappropriately.

- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- We have rules in our school because they provide a code about working and being together.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstance.

School Charter

In everything we do today, we're following Jesus and His way.

Democracy

We listen to the opinions of others and share our own opinions with respect.

Rule of Law

We follow rules to keep us safe and learning.

Mutual Respect

We look after our school and our school family and we are always honest.

Tolerance

We celebrate diversity and respect that everyone should get what they need.

Individual Liberty

We make choices in our words and actions that help our own and others' learning.

Our School Promises

We Work - We always try our best and help others to do the same.

For example, we stay focused during lessons and help a friend who is struggling with their work.

We Love - We treat everyone with kindness, respect, and care.

For example, we include others in games and use kind words with everyone.

We Learn - We listen carefully, ask questions, and never give up.

For example, we raise our hand to ask for help and keep trying even when something is hard.

We Pray - We take time to reflect, be thankful, and support one another through prayer.

For example, we join in class prayers and pray for others who need help or comfort.

We Spread the Gospel Message Every Day

We show God's love through our words, actions, and choices.

For example, we forgive others, share with those in need, and speak kindly to everyone.

Appendix 2: restraint techniques

1. Double Hand Restraint



2. Seated Position



3. Leg restriction



4. Floor restraint



Blessed Edward Campion Federation

