

St Margaret Clitherow Catholic Academy



Behaviour Policy

St Margaret Clitherow Behaviour Policy

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, 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 values of the school.
- 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.

Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Roles and responsibilities

The Local Governing Body

The Local Governing Body is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation
- The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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 is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

All St. Margaret Clitherow 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, 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 the impact of their own behaviour on the school 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.

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 school 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 plans).
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.
- 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.

Pupils

- Pupils will be made aware of the following during their induction into the behaviour culture:
- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards
- 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.

Our Mission

St Margaret Clitherow Academy is a loving, caring and serving Catholic community ambitious to educate our children to thrive personally, academically and spiritually. By placing the person and teachings of Jesus Christ at the centre of all that we do, we will:

- Embrace the Gospel Values so that by aiming high everyone fulfils their potential and our differences are respected and celebrated.
- Like St Margaret Clitherow, have the integrity, faith and courage to show our love of God to all.
- Make the best use of our gifts to serve God, our Church and those who need us.

'Love one another as I have loved you'

John 13:34

"The St Margaret Clitherow Way" – Our SMC Values

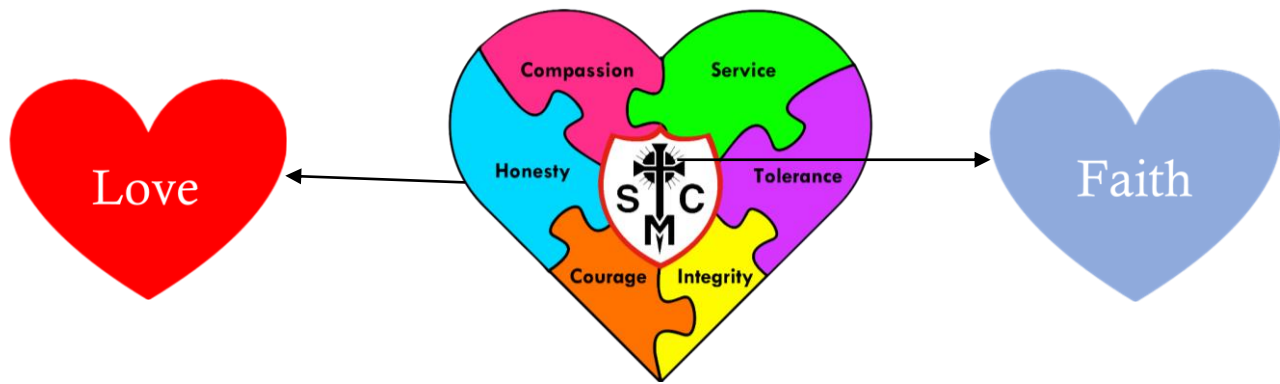
"A new command I give you: Love one another. As I have loved you, so you must love one another. ... So now I am giving you a new commandment: Love each other." – John 13:34

Jesus taught us to "love one another as I have loved you". Our SMC values focus our attention on this commandment: **Our Golden Rule**. As a school community, our strength is the love we have for each other.

At St Margaret Clitherow, we believe that "Gospel values cannot be values chosen subjectively from the vast corpus of the Old and New Testaments but are objective values revealed to us through Christ's proclamation," (Christ at the Centre 45). Our SMC Values are therefore rooted both in the Gospel Values Jesus taught us in his proclamation: "The Beatitudes" and in the example of **Integrity, Courage and Faith** shown to us by St Margaret Clitherow.

At St Margaret Clitherow, we recognise that for children to fulfil their potential, the SMC values need to be explicitly named, defined, modelled and children need to be supported to understand how they relate to their lives both at school, at home and in society. We use the examples of Jesus, St Margaret Clitherow and the teachings of the Catholic Church to develop children who have a strong faith in God; a commitment to celebrate each other and live out their faith; a sense of integrity; the knowledge of what's right and wrong and the courage to serve others and to speak up for their beliefs and what is right.

SMC Values



Our **SMC Values Heart** has been designed to help children focus on our **SMC Values**. The value of **Love** is represented by the heart and the value of **Faith** is represented by the cross to show Jesus Christ is at the centre of all that we do.

Love	Compassion
Love underpins everything that we do. It is very much 'the why' of who we are. We show love in our relationships with each other and in our actions to support our community and our world. We see love in our interactions at school and home; feel it when we are together, and experience it through how others act towards us.	Compassion is the desire to act fairly, with an attitude of kindness and forgiveness, meaning you are willing to forgive and reconcile friendships. Compassion means showing kindness and sympathy to everyone. You would never want anyone to be upset. Compassion means someone else's heartbreak becomes your heartbreak. Another's suffering becomes your suffering.
Honesty	Courage
Honesty and telling the truth at all times are highly valued by God. Honesty is telling the truth about things and doing the right thing even if no one is around. We are a telling school, meaning we tell an adult if we see someone being unkind, hurting someone, doing damage or taking something that is not theirs. This is how we can help keep everyone safe.	We try to be courageous in all that we do, following the examples of Jesus and St Margaret Clitherow. We always try to have courage, whether this is in trying something again, carrying on when we are hurt or trying something new. We believe that courage is persevering and trying something, even if you don't think you can do it.
Faith	Service
Faith is a firm foundation under everything that makes life worth living. It is rooted as our faith in God but it is also a firm faith, trust and confidence in ourselves and others. We want our children to grow the faith that they have in themselves and develop their own core beliefs, as they leave our school and take their place in the world.	Service means we make intentional decisions and actions to benefit others. Serving God means we put others above ourselves. We can show service to others in school by helping them when they need it. We can also show service by raising money for charity and those in need. We can show service to the church by reading in Mass.
Tolerance	Integrity
Tolerance is treating people the way you want to be treated, even if you don't share the same opinions, ideas or beliefs Even if we don't agree with someone, we still need to treat them with respect in our words and actions. Tolerance is an expression of acceptance, forgiveness and God's unconditional love.	Integrity means having attitudes based on the gospel teachings of Jesus with a commitment to truth, responsibility and purpose. A person with integrity behaves ethically and does the right thing, even behind closed doors. Integrity is knowing what is right and choosing to do what is right, even if it isn't what you would like to do.

The “St Margaret Clitherow Way” Behaviour and Virtues Curriculum

At St Margaret Clitherow, we strive to prepare children for the life that lies ahead of them and believe that explicit teaching of outstanding behaviour is integral in preparing children for their next stage in education. Our **SMC Values, SMC Curriculum and “The St Margaret Clitherow Way”** have been carefully crafted to build children’s character, preparing them for a successful future. We believe that through explicit teaching and practise over time, our **SMC Values** will become **Virtues** (habits) allowing all of our children to achieve their potential and thrive personally, academically and spiritually.

For more information on **“The St Margaret Clitherow Way”**, please see our SMC Behaviour and Virtues Curriculum.

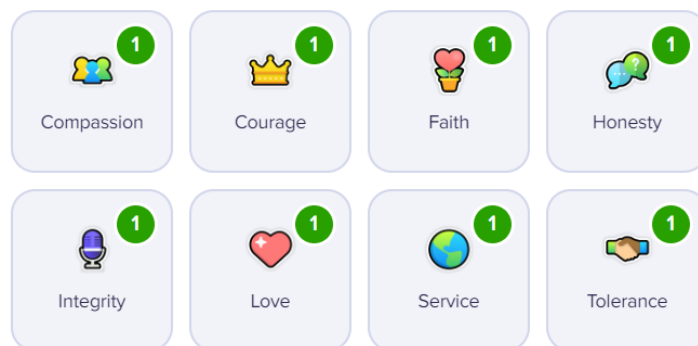
SMC Virtues Curriculum

“Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence, if there is anything worthy of praise, think about these things.” – Philippians 4:8

The Catechism of the Catholic Church describes a virtue as *“a habitual and firm disposition to do the good. It allows the person not only to perform good acts, but to give the best of himself. the virtuous person tends toward the good with all his sensory and spiritual powers; he pursues the good and chooses it in concrete actions”*. (CCC Pt 3: Ch1, Art7).

We teach children that a **Virtue** is a good habit. When we practise our **SMC Values of Love, Faith, Compassion, Service, Tolerance, Honesty, Integrity and Courage**, they become virtues – ‘good habits’. The positive habits shape our character and who we are and shape our culture as a Catholic school.

Values Points and Virtues Vouchers



When a child shows an **SMC Value**, they are rewarded with a **Value Point**. Up to three **Value Points** can be rewarded at a time using a special Class Dojo page created for the Virtues Curriculum. For every 50 Value Points achieved, children receive a **“Virtues Voucher”**. Children will be able to exchange their **“Virtues Voucher”** for a reward at the **SMC Shop** which is open on Fridays.

Values Points and Virtues Champions

Bronze Virtues Champion Award

When a child achieves 50 *Value Points* for each *SMC Value*, they will then receive their "*Bronze Virtues Champion*" badge to wear on their uniform.

Silver Virtues Champion Award

When a child achieves 100 *Value Points* for each *SMC Value*, they will then receive their "*Silver Virtues Champion*" badge to wear on their uniform.

Gold Virtues Champion Award

When a child achieves 150 *Value Points* for each *SMC Value*, they will then receive their "*Gold Virtues Champion*" badge to wear on their uniform.

School Rules – SMC Respects

1. **RESPECT YOURSELF:** Be ambitious. Wear your school uniform with pride and always try your best to complete your work.
2. **RESPECT EACH OTHER:** Be a role model. Listen to each other; use kind words and keep your hands and feet to yourself.
3. **RESPECT ADULTS:** Do as you are asked first time, every time.
4. **RESPECT OUR SCHOOL:** Be grateful; use your manners; care for our resources and keep our school tidy.
5. **RESPECT OUR LEARNING:** Listen in class; Be ready to answer questions; Let others listen and move around the school quietly.

Shared Language

Wonderful Walking

- ✓ **Walk in a line, one behind the other.**
- ✓ **Face forward.**
- ✓ **Walk in a straight line.**
- ✓ **Walk. Don't run.**
- ✓ **Keep your arms at your side and do not touch each other, walls or displays.**
- ✓ **Stay silent and walk in a calm and sensible manner.**

SLANT

- ✓ **Sit up. Face forward. Empty hands.**
- ✓ **Listen. Let others Listen.**
- ✓ **Ask and answer questions.**
- ✓ **Nod your head to show interest and understanding. Never interrupt.**
- ✓ **Track the speaker.**

Loud and Proud

Shape your answer

- ✓ **Sentences – Answer in full sentences when appropriate.**
- ✓ **Hands away from mouth – Keep hands away from mouth while speaking.**
- ✓ **Articulate – Pronounce words correctly.**
- ✓ **Project – Speak with a voice which is loud enough for everyone to hear.**
- ✓ **Eye Contact – Look at the person who is speaking to you.**

Dress to Impress

- ✓ **Uniform is looking smart.**
- ✓ **Correct uniform is worn. School colours.**
- ✓ **Shirts tucked in.**
- ✓ **Jumpers and Cardigans worn properly.**
- ✓ **Shoe laces tied.**

Mobile Phones

Children are only permitted to bring their mobile phones to school if they walk home on their own. Children should bring their phone to the school office as soon as they arrive in school and collect their phone at the end of the day. Mobile phones should be switched off. Under no circumstances should mobile phones be left in a child's bag, tray or pocket.

Our Rewards System – Praise in Public (PIP)

- 1. WEDNESDAY WORSHIP CELEBRATION ASSEMBLY** - Every Wednesday, we come together as a school to celebrate our Mission; our SMC Values, and each other during our "*Wednesday Worship*" Assembly. During "*Wednesday Worship*", the following certificates are awarded:

VALUES CHAMPION CERTIFICATES: Every week we focus on **two SMC Values**. One child in each class is chosen to be awarded for each value and the children are told how they have lived out this value.

SMC VALUE FOCUS: Week 1: Faith and Tolerance Week 2: Integrity and Courage Week 3: Honesty and Compassion Week 4: Love and Service

WONDERFUL WORK AWARDS: *Wonderful Work* certificates are awarded to one child in each class every week who has tried their best in lessons to ask and **answer questions; achieve their potential and produce Wonderful Work!**

PRESENTATION AWARDS: High standards of presentation and handwriting are important to us at St. Margaret Clitherow. One child from each class is awarded each week when they have made **great efforts** with their **presentation and handwriting**. Even if children find writing neatly difficult, they can still be awarded for **improved handwriting and presentation**.

HEADTEACHER 'S AWARD: Each week, Mrs. Sweeney-McGinty chooses one child who has tried hard to live out the school's mission and be a good role model to receive **"The Headteacher's Award"**. This award is presented by the headteacher with special recognition of why they have received the award.

TOP TABLE AWARDS: The **Top Table Award** celebrates children's **exemplary behaviour during lunchtime**. Every week, Mrs. Wilson and the lunchtime supervisors choose three children for the Top Table Award. One child from EYFS, one child from Key Stage 1 and one child from Key Stage 2. Each winner is allowed to choose one friend. At the end of each half term, the top table winners and their chosen friend sit at the **"Top Table"** to eat their dinner and enjoy a longer playtime.

ATTENDANCE AWARDS: Good attendance is a high priority at St. Margaret Clitherow. Each week, the class with the best attendance wins the **Attendance Award**. Each half term, all children who achieve 100% attendance receive a **100% Attendance Certificate** and a treat.

2. **VALUES POINTS AND VIRTUES CHAMPIONS** – As explained above, as part of our **"Virtues Curriculum"**, children can be rewarded up to 3 **Values Points** by any member of staff when they are seen to be living out an **SMC Value**.
3. **HOUSE POINTS** – At St. Margaret Clitherow, we recognise that working as part of a team is important for building self-esteem and relationships. We have four houses named after the patron saints of the United Kingdom: St. Andrew, St. David, St. George and St. Patrick. Children are put into one of these four houses when they start St. Margaret Clitherow. They can achieve House Points by any member of staff for good behaviour. House Points are displayed in each classroom and there is a whole school House Point display in the hall. House Points are counted each week and the winners in each class are celebrated with "silent cheers" during "Wednesday Worship". The overall winners receive the **House Point Trophy**, which is collected by the Year 6 House Captains. At the end of each half term, all children in the overall winning house receive a special treat e.g. an extra playtime.

- 4. SPECIAL MENTIONS** - Special Mentions can be given by any member of our school community to anyone who has lived out one or more of our SMC values. The **Special Mention will be read out in our "Wednesday Worship"** Assembly and the child will receive a round of applause. The Special Mention will then be placed on the "**Amazing things happen here**" recognition board in the school hall.
- 5. VERBAL PRAISE** - Children can be sent to the Headteacher or the Subject Leader to show and celebrate good or improved work. Teachers can give verbal praise to a parent or carer at the school gate or in a telephone call home.

Sanctions – Reprimand in Private (RIP)

We recognise that sometimes the wrong choices are made resulting in unacceptable behaviour. On such occasions, the children are encouraged to acknowledge their mistakes and to take responsibility for their actions. The emphasis is on forgiveness, the chance to learn from the mistakes made and to start again each day. In this way all pupils are enabled to live like Jesus and to grow in Christian maturity.

We employ a progressive and differentiated approach to managing children's behaviour from Foundation Stage to Year 6. The basic principles will be consistent, but the application of rewards and sanctions will be appropriate to the child's age and stage of development.

Children are expected to try their best in all activities. If they do not do so, we may ask them to redo or complete a task so that they are encouraged to try their best and to reach their full potential. Occasionally, this may mean children need to miss the first few minutes of their playtime to finish a task. Children should always receive at least half of their playtime to allow them to get some fresh air and exercise.

Tiered sanctions allow teaching staff and lunchtime supervisors to remind children of the high expectations we have of behaviour and give children the opportunity to take responsibility for the choices they make and move forward. For many children the Reminder and 1st warning is enough to encourage them to do this. However, at times, when children may be exhibiting a range of Disruptive or Difficult behaviours it may be necessary to give additional warnings and sanctions.

Buddy Class

As a loving school, our children listen carefully to adult instructions and to their peers. If they do not do so, we may ask them either to move to a place nearer the teacher or to sit on their own in order to help them concentrate and remain focused on the lesson.

If there are further minor, low level behavioural disruptions in class, during lessons, then children may be sent to a Buddy classroom for a period of no more than 15 minutes. If they are sent to their buddy class, then they should have work to complete, which is linked to the lesson in class.

Buddy classes are as follows:

Reception Class & Nursery

Year 1 & Year 2

Year 3 & Year 4

Year 5 & Year 6

The aim of the Buddy Class is for the child to have time to reflect on their behaviour and regain focus on their learning so that they can return to class and continue with their lessons.

However, if a child refuses to leave the classroom and go to their Buddy Classroom the tiered approach (below) of Reminder, 1st Warning, Final Warning and Playtime Reflection approach should be followed to tackle the refusal. If the child still refuses, the Deputy Headteacher or Headteacher should be called and parents will be informed by the class teacher.

After a period of 15 minutes, the child should then return to their own class and hopefully be able to carry on with their lesson.

Should there be any further disruption, the child should be sent to work with the Deputy Headteacher/ Headteacher for a further 15 minutes.

If a child has to be sent to the Deputy Headteacher or Headteacher, this should be recorded on CPOMS and the parents should be informed by the class teacher.

If there is an incident or incidents which are concerning or which require a quick response, then the Headteacher should be sent for immediately. Depending on the severity of the incident, the class teacher or Headteacher will inform parents. All incidents of this nature should be recorded on CPOMS.

Tiered Sanctions

Stage	Action	Detail
1	Reminder	A verbal reminder of the school rules Example: "_____, you are refusing which is breaking our school rule of being respectful. This is your REMINDER. Please do as you are asked first time, every time."
2	1 st Warning	Explain that you have spoken to the child about breaking the rules and that they are now receiving a specific warning in relation to this behaviour – there will be a consequence if the behaviour does not change. Example: "_____, you are refusing to follow instructions which is breaking our school rule of being respectful. This is your 1 st Warning. Next time I have to speak to you it will be your Final Warning. Please do as you are asked first time, every time."
3	Final Warning	Explain that they have still chosen not to follow our school rules and as a consequence they have received a final warning. This means they must speak to you for a few minutes at break-time.

		Example: “_____, you have chosen to continue to refuse to follow instructions which is breaking our school rule of being respectful. You have now received your final warning and will need to speak to me at breaktime.”
4	Buddy Class System	Explain that even after three reminders/warnings, they have continued to choose not to follow the rules and as a consequence they must go to work in their Buddy Class to help them reflect on their behaviour. Refusal to go to their Buddy Class will result in a Lunchtime Reflection
5	Lunchtime Reflection	Explain that they have continued to choose not to follow the rules and as a consequence they have received a lunchtime Reflection. This means that they will miss the first part of their next lunchtime after they have eaten. (EYFS – 10 minutes, KS1 – 15 minutes and KS2 – 20 minutes).
6	Behaviour Plan	If a child receives 3 lunchtime reflections in a half term, the parents/carers are required to come to a meeting with the class teacher where a Behaviour Plan will be put in place which is a home/school contract where behaviour targets are set, communicated daily and reviewed formally every two weeks.
7	Meeting with Headteacher or Deputy Headteacher	If a child’s behaviour doesn’t improve after a Behaviour Plan is put in place or if a child receives 3 lunchtime reflections in a two week period, the parents/carers are required to attend a meeting with the Headteacher or Deputy Headteacher. In this meeting, a plan will be put into place to improve behaviour. This may include internal exclusion or suspension. This plan will be reviewed formally between the class teacher, Headteacher and parent every week.

Reflection Time – Lunchtime Reflection

If a child receives reflection time, they are to miss the first part of the next lunchtime (10 minutes EYFS, 15 minutes KS1, 20 minutes KS2). Reflection time is overseen by a member of the Senior Leadership Team and takes place in a classroom, in the library or in the Headteacher’s office.

Reflection time is a chance for the child to reflect upon their behaviour and talk through positive next steps with a member of staff. In instances where a child has hurt another child, the child will be expected to apologise.

A letter is sent home by the class teacher after each Lunchtime Reflection time and the parent is expected to sign and return a slip to acknowledge they have discussed their child’s behaviour with them. If a child receives three reflection times in a half term, the parents are required to come into school for a meeting to discuss their child’s behaviour. This may result in their child being put on a behaviour plan which is a home/school contract where behaviour targets are set, communicated daily and reviewed formally every two weeks.

Behaviour Reflection Times should be recorded on CPOMs by the class teacher.

Behaviour Plan

If a child receives 3 lunchtime reflections in a half term, the parents/carers are required to come to a meeting with the class teacher where a Behaviour Plan will be put in place which is a home/school contract where behaviour targets are set, communicated daily and reviewed formally every two weeks. Behaviour Plans should be recorded on CPOMs by the class teacher.

Internal Exclusion

Internal exclusions are at the discretion of the school. The Department for Education's statutory guidance on exclusions legislation does not apply to internal exclusions because they do not impact on a student's education by removing them from school. An internal exclusion is imposed for serious and/or persistent breaches of the school's Behaviour Policy. Patterns of behaviour will also be taken into account. The purpose is to make it clear to the student and their parents the seriousness of their behaviour while they complete restorative and reflective learning related to that behaviour. This is in addition to continuing academic learning. During the exclusion, the pupil will complete the work set for them with a trained member of staff as well as completing restorative work, focusing on the reasons for their exclusion with an aim to prevent any future exclusions. There is no statutory maximum period for internal exclusion. In most cases, a period of internal exclusion will not last more than one school day. Parents/carers will be informed of the duration of and reasons for an internal exclusion by the Headteacher on the day that a decision to internally exclude is made. Parents/carers may be invited into school for a meeting to discuss the internal exclusion. All instances of internal exclusion are logged on CPOMS for the child's individual record.

Suspension and Permanent Exclusion

St Margaret Clitherow is an inclusive school where we value all children and believe they are all entitled to experience success at our school. Nevertheless, repeated or very serious incidents of unacceptable behaviour may, in certain circumstances, lead to a period of fixed-term exclusion (suspension) from school. Extremely serious misbehaviour may lead to permanent exclusion.

Lunchtime Exclusion

Repeated or very serious incidents of unacceptable behaviour which happen at lunchtime, may result in the child receiving a Lunchtime Exclusion. This means parents will be expected to collect their child at the end of the morning session and drop them off in time for afternoon lessons.

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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

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 [Safeguarding-policy-SMC-Sep-2023.pdf \(st-margaretclitherow.nottingham.sch.uk\)](https://www.st-margaretclitherow.nottingham.sch.uk/Safeguarding-policy-SMC-Sep-2023.pdf)

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

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

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.

Confiscation and searching

At St Margaret Clitherow Academy, all searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- 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)

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

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 school-organised or school-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).

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.

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 Headteacher or Deputy Headteacher 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.

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 for more information [Safeguarding-policy-SMC-Sep-2023.pdf \(st-margaretclitherow.nottingham.sch.uk\)](https://www.st-margaretclitherow.nottingham.sch.uk/Safeguarding-policy-SMC-Sep-2023.pdf)

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

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

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

Set out your approach to anticipating and removing triggers of misbehaviour below. Your approach may include examples such as:

- 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

Adapting sanctions for pupils with SEND

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

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

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

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter.

Supporting pupils following a sanction

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

This could include measures like:

- Back to school meeting with parents
- Daily contact with the headteacher or deputy headteacher.
- A report card with personalised behaviour goals

Pupil transition

Inducting incoming pupils

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

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

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

- The proper use of restraint
- The needs of the pupils at the school
- SMC Behaviour Policy and SMC Behaviour Curriculum, including SMC Values and Virtues Curriculum
- How SEND and mental health needs can impact behaviour

Monitoring this Policy

This behaviour policy will be reviewed by the headteacher and St Margaret Clitherow governing body at least annually, or more frequently if needed, to address from regular monitoring of the behaviour data. At each review, the policy will be approved by the governing body.

SMC Behaviour Policy

Ratified on: 23rd January 2024

Review by: January 2025

Headteacher: Sarah Sweeney-McGinty

Chair of Governors: Patricia Bradley