

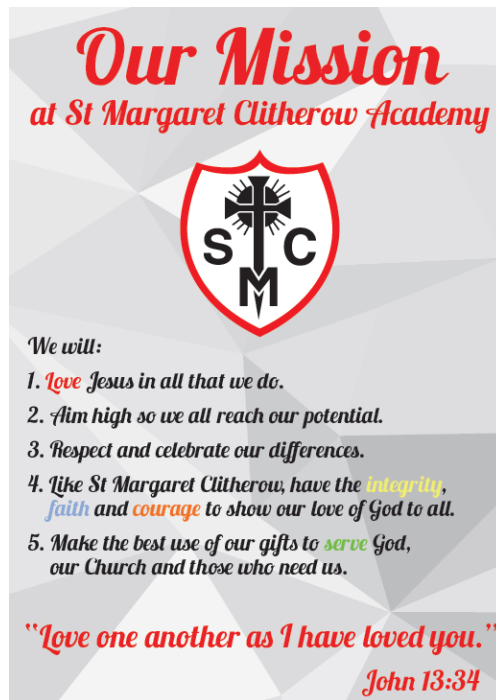
St Margaret Clitherow Catholic Academy



Behaviour Policy

St Margaret Clitherow Behaviour Policy

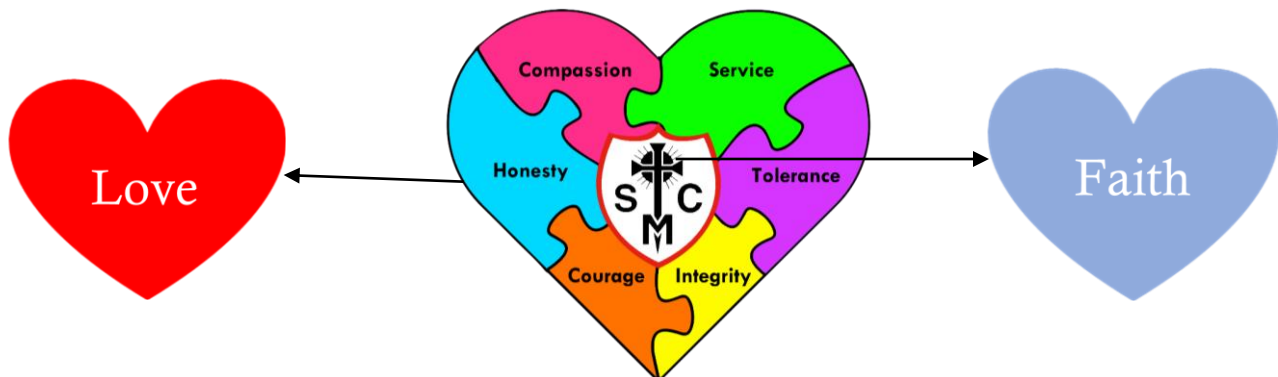
Our School Mission Statement



"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.

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.

Aims

It is a primary aim of St Margaret Clitherow Academy that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring and loving community, whose virtues are built on Gospel Values, mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

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 - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Use of reasonable force in schools](http://www.gov.uk)
- [Supporting pupils with medical conditions at school](http://www.gov.uk)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](http://www.gov.uk)

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 gives schools the authority to confiscate pupils' property.
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

Roles and responsibilities

The Our Lady of Lourdes Trust Board

The Trust Board will monitor the risks and emerging trends in suspensions, permanent exclusions, safeguarding and attendance. Where risk is identified, the Board will challenge the executive team to ensure that effective mitigation is in place.

The Trust Board will review and approve the behaviour policy annually, or in line with any significant update throughout the academic year.

The Local Governing Body

The Local Governing Body is responsible for monitoring the implementation of the behaviour policy and challenge the senior leadership team concerning any emerging trends.

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.
- Teachers should record behaviour sanctions 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:

- Understand that by choosing to send your child to St. Margaret Clitherow Academy, you accept the school rules, policies and school values.
- 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 and following the school rules.
- 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.

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.
- The St Margaret Clitherow Way.
- That they have a duty to follow the behaviour policy and follow the school rules.
- 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.

The School Behaviour 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.

Through consistent teaching and practice of **"The St Margaret Clitherow Way" and the School Values**, we aim to equip our children to turn these actions into lifelong virtues—habits that will support them as they grow, both personally, spiritually and academically.

St Margaret Clitherow Academy is dedicated to providing a safe, supportive, and positive environment where every child can flourish. To maintain this, we have established a set of **School Rules and "The St Margaret Clitherow Way" standards**, which all staff consistently model and apply. These rules and standards are clearly communicated to all children, ensuring that everyone understands the expectations of behaviour and the consequences of their actions.

Together, we aim to guide our children in becoming not only successful learners but also compassionate and responsible individuals, ready for whatever comes next.

Teaching **The St Margaret Clitherow Way** is taught explicitly during the first week in Advent 1, alongside the National Curriculum subjects. All children will learn the content of the behaviour curriculum so that they can recall the information and act upon it. At the start of each half term, or when necessary, the **"St Margaret Clitherow Way"** curriculum is revisited with all children and is continued to be reinforced throughout the year. All staff will explicitly teach, demonstrate and strengthen the actions set out in the **"St Margaret Clitherow Way."**

For more information on **"The St Margaret Clitherow Way"**, please see our SMC Behaviour Curriculum.

School Rules – SMC Respects

The school rules were developed in collaboration with the children and are displayed in every classroom. All adults in the school consistently model these rules to reinforce their importance.

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. Keep your hands and feet to yourself. If you have nothing nice to say, say nothing at all. Don't retaliate.
3. **RESPECT ADULTS:** Do as you are asked first time, every time. Be honest. Don't raise your voice.
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

All staff will consistently use the shared language outlined in *The St Margaret Clitherow Way* to ensure a unified approach throughout the school. Posters displaying this shared language will be visible in every classroom.

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

- ✓ **S**it up. Face forward. Empty hands.
- ✓ **L**isten. Let others Listen.
- ✓ **A**sk and answer questions.
- ✓ **N**od your head to show interest and understanding. Never interrupt.
- ✓ **T**rack 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.

If any pupil brings a phone to school who should not have one, this will be confiscated and kept in the school office until the parent / carer collects it from the office.

Further information about the DfE guidance for mobile phones in schools can be found here:

<https://www.gov.uk/government/publications/mobile-phones-in-schools>

SMART Watches are strictly prohibited.

Classifying Behaviour

Behaviour is categorised into four types: Desirable, Disruptive, Difficult, and Dangerous. The following outlines the responsibilities of all staff members in responding to and managing all incidents of behaviour.

Examples of Desirable Behaviour:	Staff responding to and managing the behaviour:
• Going above and beyond expectations • Relishing challenge • Working together • Engaging enthusiastically in lessons – SLANT, Loud and Proud • Listening carefully to each other and adults • Being kind • Looking after the school environment • Using Wonderful Walking • Looking smart. Dress to Impress • Using good manners <i>*this list is not exhaustive</i>	All staff
Examples of Disruptive Behaviour:	Staff responding to and managing the behaviour:
• Minor misbehaviour in corridors or around school (running, being too loud etc.) • Untidy written work • Shouting out in class • Swinging on their chair • Disengagement in class/worship/assembly • Distracting others • Negatively impacting on the learning of other pupils • Talking in class • Failure to follow instructions • Entering the school building needlessly at break/lunchtime (without a band) • Showing a lack of care for school property • Not respecting other pupils' personal space • Touching or pushing one another when lining up • Rude or disrespectful behaviour – using unkind words • Not doing as an adult has asked first time	Class teachers, Teaching Assistants, Learning Support Assistants and Lunchtime Supervisors. Using the tiered approach system ➤ Reminder ➤ Warning ➤ Reflection time at playtime ➤ Paired class ➤ Lunchtime Reflection ➤ Meeting with parents ➤ Yellow Form ➤ Red Form Lunchtime supervisors to report any disruptive behaviour to the class teacher.

<i>*this list is not exhaustive</i>	
Examples of Difficult Behaviour: • Persistent disruptive behaviour – more than 3 occasions in one week • Refusal to complete tasks set on more than one occasion • Kicking out (not directly at a person) • Throwing objects (not directly at a person) • Hitting out (not directly at a person) • Pushing someone on purpose • Damaging school property intentionally • Non-aggressive swearing • Being dishonest • Spitting (not directly at a person) • Answering back and arguing with an adult • Shouting at adults • Intentionally taunting peers <i>*this list is not exhaustive</i>	Staff responding to and managing the behaviour: Class teachers, Teaching Assistants, Learning Support Assistants and Lunchtime Supervisors. Class teacher to contact parents. Immediate lunchtime reflection (stage 4) Behaviour Report and Lunchtime Reflection to be uploaded onto CPOMs by the class teacher. Lunchtime Supervisors to report all difficult behaviours to the class teacher. If the behaviour continues (3 lunchtime reflections), the class teacher, SLT and the Headteacher will meet face to face with parents and discuss next steps. Continued behaviour breaches could lead to behaviour plans, yellow forms, red forms, suspensions or exclusions.
Examples of Dangerous Behaviour: Stealing Fighting Targeted hitting, pinching or kicking at another child or adult Throwing objects at a person Running out of class/away in public places Damaging or destroying school property Racist, sexist, homophobic or discriminatory behaviour Aggressive swearing (directed at another person) Any form of bullying Sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexual comments, sexual jokes or taunting including online sexual harassment sexual violence, such as rape, sexual assault (intentional sexual touching without consent) Possession of any prohibited items: These are: ➤ Knives or weapons ➤ Alcohol ➤ Stolen items ➤ Illegal drugs ➤ Tobacco, cigarette papers and e-cigarettes ➤ Fireworks ➤ Pornographic images ➤ Electronic devices with a camera ➤ Any article a staff member reasonably suspects has been, or is likely to be, used to commit an	Staff responding to and managing the behaviour: SLT and Headteacher Immediate SLT and Headteacher involvement (Stage 5) Face to face meeting with parents. These behaviours could lead to behaviour plans, yellow forms, red forms, suspensions or exclusions. Behaviour Plans, Yellow Forms and Red Forms to be uploaded onto CPOMs by the class teacher.

offence, or to cause personal injury, or damage to the property of, any person (including the pupil) <i>*this list is not exhaustive</i>	
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All incidents of difficult and dangerous behaviour, and the actions taken, will be recorded on CPOMS by the class teacher. These sanctions will still be applied when difficult and dangerous behaviours are shown in retaliation.

The information provided is used as guidance, The Senior Leadership Team may use their professional discretion as and when required. This may signify a change to the above responses.

Bullying

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

Bullying is, therefore:

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

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, 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 - St. Margaret Clitherow Catholic Voluntary Academy \(st-margaretclitherow.nottingham.sch.uk\)](https://st-margaretclitherow.nottingham.sch.uk)

Responding to behaviour

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
- Create and maintain an uncluttered classroom and encourage routines to keep the classroom tidy.
- Display the **SMC Values, School Rules and Shared Language** in the classroom.
- Explicitly teach "The St Margaret Clitherow Way" at the beginning of every half term and/or when the teacher deems it necessary.
- 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

Behaviour in the Early Years Foundation Stage

Our Nursery and Reception children flourish best when their personal, social and emotional needs are met with clear and developmentally appropriate expectations for their behaviour. It is important to us that all children in Nursery and Reception are happy, secure and safe. We aim to educate them on boundaries, rules and limits and want our children to develop the skills that will help them to achieve and become successful, independent and lifelong learners. We achieve this aim when we work as a team; children, parents and staff, to create the best conditions and environment for learning. At the heart of our Behaviour Policy, we remind our children of our mission statement, especially our golden rule, **"Love One Another as I have Loved You"**. We aim to introduce and teach our children our eight school values.

Throughout the curriculum, we foster a sense of community and how to care for each other. In daily life, good manners and thoughtfulness are encouraged and children are praised for demonstrating these qualities. We provide opportunities to develop themes such as friendship, thoughtfulness, sharing, and our emotions. Children are given the opportunity and vocabulary to be able to discuss these topics, share their own experiences and identify times when they can help and support others. We provide a stimulating, caring, purposeful learning environment throughout the Foundation Stage where every child feels valued and is given the opportunity to achieve their full potential.

In Nursery and Reception, the children are taught simple rules that mirror the **#SMCRespects** rules.

These are:

- 1) **Respect yourself** – Try your best.

- 2) **Respect each other** – Be kind. Use kind hands and feet. Use kind words. Good listening and good sitting.
- 3) **Respect adults** – Do what you are asked first time, every time.
- 4) **Respect our school** – Look after our classroom, toys and world.
- 5) **Respect our learning** - Take turns.

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 Catholic ethos.

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

Our Rewards System – Praise in Public (PIP)

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!

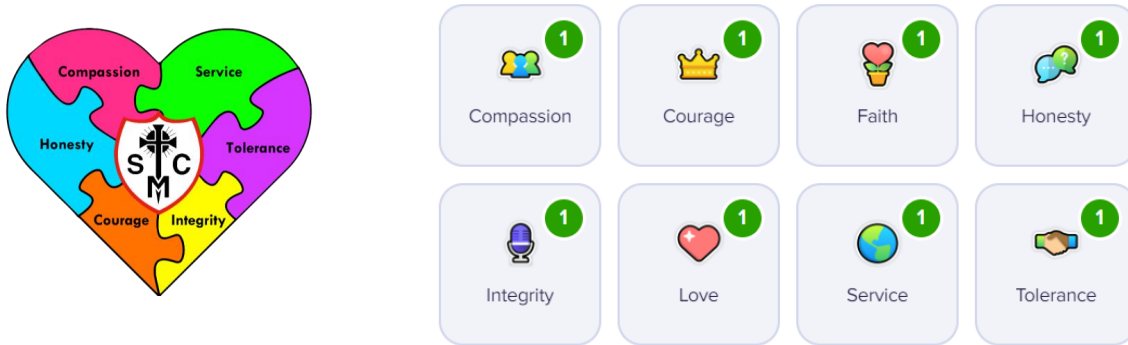
PRESENTATION AWARDS: High standards of presentation and handwriting are important to us at St. Margaret Clitherow. One child from each class is awarded each week when they have made **great efforts** with their **presentation and handwriting**. Even if children find writing neatly difficult, they can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

VALUES POINTS: Children can be rewarded up to three **Values Points** by any member of staff when they are seen to be living out an **SMC Value**.

Values Points and Virtues Vouchers



When a child shows an **SMC Value**, they are rewarded with a **Value Point**. Up to three **Values 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 Value Shop**.

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.

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.

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.

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.

Responding to misbehaviour

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.

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, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

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.

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 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 sanctions

Tiered Sanctions

Stage	Action	Detail
1	Reminder	A verbal reminder of the school rules Example: “ _____, you are talking when you have been asked not to which is breaking Rule number 5 – Respect our learning. You are distracting others. This is your REMINDER. Please stop talking like you have been asked to. Please do as you are asked first time, every time.”
2 W	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: “_____, I have already given you a reminder. You are still breaking Rule number 5 – Respect our learning because you are continuing to talk. This is now your 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	Missed Playtime	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 miss some of their playtime to reflect on their behaviour. The missed playtime may be on the same day or the next day if the sanction is given in the afternoon. Example: “_____, you have chosen to continue to talk and disrupt others learning which breaking school rule number 5 – respect our learning. You will miss some of your playtime to reflect on this behaviour.
4	Lunchtime Reflection	A lunchtime reflection will be given for any form of Difficult Behaviour. This could be for a single behavior incident or a continued break of school rules. 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).
5	Meeting with Headteacher or Deputy Headteacher	A meeting with the Headteacher/deputy Headteacher and class teacher will take place if a child receives 3 lunchtime reflections in a half term for difficult behaviour. An immediate meeting with the Headteacher/deputy Headteacher and parents/carers will be held for any dangerous behaviours. The parents/carers are required to come to a meeting where next steps will be discussed and put into place. If parents do not attend, the meeting will take place without them. In this meeting, a plan will be put into place to improve behaviour. This may include a behaviour plan, yellow form, red form, internal exclusion or suspension. This plan will be reviewed formally between the class teacher and parent every week for an initial two weeks. This period may be extended if needed.
6	Yellow Form	The Headteacher or Deputy Headteacher may issue a Yellow Form to a pupil who demonstrates persistent low level disruptive behaviour; repeated difficult behaviour or any dangerous behaviour. A yellow form will be used when the school’s traffic light behaviour system and/or lunchtime reflections fail to promote the positive behaviour expected of pupils. This may happen if a child reaches Stage 3 or 4 repeatedly throughout the week, with no noticeable improvement in behaviour or choices. A child can be placed on a Yellow Form for up to five days. During this time, the child will lose their playtime and lunchtime. At the end of each of the days, the Headteacher or Deputy Headteacher will sign the yellow form if the child has had a good day. Parents will also sign the yellow form each day to show they have acknowledged the child’s improved behaviour. A Yellow Form is removed when the child obtains two signatures each day for five days (or the agreed number of days). Yellow forms may be used alongside behaviour plans, which are designed to help children focus on particular behaviour targets. Yellow forms must be uploaded on CPOMs by the class teacher.
7	Red Form	The Headteacher or Deputy Headteacher may issue a Red Form to a pupil who has received two yellow forms in a term. ➤ When placed on a Red Form, a child loses all privileges for a period of time determined by the Headteacher. This includes playtimes, lunchtimes and any

	pupil leadership roles. ➤ A meeting will be held between the Class Teacher, Headteacher and parents. ➤ A Behaviour Plan will be agreed between the Class Teacher, Headteacher and Parents. ➤ A pastoral plan may be drawn up to support the child in his/her behaviour modification. This may include Mental Health support or ELSA. ➤ The involvement of external agencies such as CAMHs, Behaviour Support or an Educational Psychologist may be requested to avoid suspension or exclusion. Red Forms must be uploaded on CPOMs by the class teacher.
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Other sanctions that may happen in the classroom to reduce low level disruption.

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.

Children are expected to try their best in all activities. If they do not do so, staff may ask them to redo or complete a task so that they are encouraged to try their best and to reach their full potential. Children are also expected to complete homework on time. Occasionally, this may mean children need to miss some of their playtime to finish a task or complete homework not completed at home. Children should always receive at least 5 minutes of their playtime to allow them to get some fresh air and exercise.

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.

Buddy 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.

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.

Reflection Time – Lunchtime Reflection

If a child receives reflection time, they are to miss the first part of the next lunchtime after they have eaten (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.

The Lunchtime Reflection sheet is sent home and the parent is expected to sign and return to acknowledge they have discussed their child's behaviour with them. If a child receives three lunchtime reflections 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.

All Behaviour Reports and Lunchtime Reflection forms must be uploaded to CPOMs by the class teacher.

Behaviour Plan

If a child receives 3 lunchtime reflections for difficult behaviour or persistent disruptive behaviour in a half term, the parents/carers are required to come to a meeting with the class teacher where a Behaviour Plan may be put in place which is a home/school contract where behaviour targets are set, communicated daily and reviewed formally every two weeks.

If a child displays any form of dangerous behaviour, a behaviour plan will be considered.

Behaviour Plans must be recorded on CPOMs by the class teacher.

Yellow Form

The Headteacher or Deputy Headteacher may issue a Yellow Form to a pupil who demonstrates persistent low level disruptive behaviour; repeated difficult behaviour or any dangerous behaviour.

A yellow form will be used when the school's tiered sanction system and lunchtime reflections fail to promote the positive behaviour expected of pupils. This may happen if a child reaches Stage 3 or 4 repeatedly throughout the week, with no noticeable improvement in behaviour or choices.

A child can be placed on a Yellow Form for up to five days. During this time, they lose their playtimes and lunchtimes. At the end of each of the days, the Headteacher or Deputy Headteacher will sign the yellow form if the child has had a good day. Parents will also sign the yellow form each day to show they have acknowledged the child's improved behaviour.

A Yellow Form is removed when the child obtains two signatures each day for five days (or the agreed number of days).

Yellow forms may be used alongside behaviour plans, which are designed to help children focus on particular behaviour targets.

Yellow forms must be uploaded on CPOMs by the class teacher.

Red Form

The Headteacher or Deputy Headteacher may issue a Red Form to a pupil who has received two yellow forms in a term.

- When placed on a Red Form, a child loses all privileges for a period of time determined by the Headteacher. This includes playtimes, lunchtimes and any pupil leadership roles.
- A meeting will be held between the Class Teacher, Headteacher and parents.
- A Behaviour Plan will be agreed between the Class Teacher, Headteacher and Parents. Behaviour Targets will be set and reported daily. A formal meeting between the class teacher, Headteacher and parents will be held every week until the behaviour improves or a more serious sanction is issued.
- A pastoral plan may be drawn up to support the child in his/her behaviour modification. This may include Mental Health support or ELSA.
- The involvement of external agencies such as CAMHs, Behaviour Support or an Educational Psychologist may be requested to avoid suspension or exclusion.

Red Forms must be uploaded on CPOMs by the class teacher.

Serious Consequences

Internal Exclusions

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

Internal exclusions are a serious consequence and will only be used in response to dangerous misbehaviour and serious breaches of this policy. 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. 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.

Internal exclusions can be used to:

- Restore order if the pupil is being unreasonably disruptive to their learning or others
- Maintain the safety of all pupils
- Allow risk assessments to be established or reviewed.
- 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 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 removal with an aim to prevent any future exclusions. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. 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 dangerous incidents of behaviour may, in certain circumstances, lead to a period of fixed-term suspension from school. Extremely serious misbehaviour may lead to permanent exclusion.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our OLOL suspensions and exclusions policy for more information.

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.

Lunchtime Behaviour

The Behaviour Policy will remain in place throughout lunchtimes and will be based upon our school rules **#SMC Respects**.

- 1. Verbal warning** - A reminder is given as to why the behaviour is not acceptable and the consequence if it continues. The child is given the opportunity to make the right choice and improve their behaviour. This may include sharing examples of suitable games to play.
- 2. Monitoring period** - This will take place to enable the member of staff to observe behaviour and ensure the verbal warning was followed.
- 3. Reflection** - If a child continues to display negative behaviour, they will be asked to:
 - Walk around and reflect with the adult on duty.
 - Spend time in reflection with a member of SLT. A lunchtime reflection form will be completed and the class teacher will inform the parent / carer at the end of the day. The class teacher will record the behaviour on CPOMs.

Any child involved in a physical incident at lunchtime will be sent inside for reflection immediately so the incident can be investigated. Once the incident has been investigated, consequences will be given in line with the Behaviour Policy.

It is the lunchtime supervisors' responsibility to inform the class teacher of any lunchtime incidents of poor behaviour. The class teacher should then follow up with the child, inform the parent if necessary and record the behaviour on CPOMs.

If negative behaviours persist at lunchtime and / or playtime, alternative lunchtime provision will be considered. This may include:

- Playground Zones – The child being restricted to certain parts of the playground so they can be closely monitored and supported.
- Spending lunchtimes with an adult.
- Lunchtime Exclusion.

Restorative Justice

At St Margaret Clitherow Academy, we use Restorative Justice approaches to support and repair relationships affected by conflict. By bringing together those harmed and those responsible for the harm, we open up a dialogue that allows everyone involved to understand the impact of their actions and work together to repair the harm. Children are encouraged to be honest; 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. In instances where a child has hurt or upset another child, the child will be expected to apologise. As part of our merciful school community, the other child is encouraged to forgive wrongdoings and start afresh.

Through a structured process, children are guided with questions such as:

Tell me what happened.
What were you thinking?
What do you think now?
How will you put it right?
What will you do next time?

This approach ensures that all involved play an active role in resolving the issue and moving forward positively.

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:

- Hurting themselves or others
- Damaging property to the extent of causing injury to themselves or others
- If a criminal offence is being caused, if appropriate the police should be contacted

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 and reported on CPOMs and school must inform 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.

Searching, screening and confiscation

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the 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
- Parents must be informed immediately When an authorised member of staff conducts a search without a witness, they should immediately report this to the Headteacher/SLT/DSL, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher or designated safeguarding lead 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. This must be out of sight and 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 a student is suspected of having an offensive weapon or suspected of being involved in criminal activity the police must be called. 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 causing disorder.

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

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

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket/school shirts being worn over a t-shirt/blazer/shirt pockets)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

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

- Desks
- Bags
- Trays

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 above) 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 and record all searches within CPOMs:

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

All searches for prohibited items, including incidents where no items were found, will be recorded on CPOMs.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers 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 whether ELSA, an early help intervention or a referral to children's social care is appropriate.

If the child has a social worker, they will be informed by the school.

Strip searches

The [Police and Criminal Evidence Act 1984 \(PACE\) codes of practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61422/policy-0146-police-and-criminal-evidence-act-1984-pace-codes-of-practice.pdf) states that strip searches on school premises should only be carried out by police officers.

Staff will consider the potential for a strip search taking into account the pupil's mental and physical wellbeing and the risk of not recovering the suspected item and will then contact the police to enact this.

Under no circumstances should a member of staff conduct a strip search of a pupil.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them as stated in the [Police and Criminal Evidence Act 1984 \(PACE\) codes of practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/police-and-criminal-evidence-act-1984-pace-codes-of-practice). The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should always advocate for pupil wellbeing.

In the event a strip search is deemed necessary by the police, an appropriate adult must be present.

Communication and record-keeping

The DPS team must be contacted immediately, if a strip search is being considered.

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether 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/carers, or they aren't able to come into school to act as the appropriate adult, a member of SLT (Senior Leadership Team) can act as the appropriate adult.

In the event of contact with parents being unsuccessful before the strip search, the pupil's parents/carers will always be informed by a member of the SLT 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 (and pupil, if possible).

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Be a member of the SLT.
- **Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex or if there is not a member of the same sex in school.**

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 whether, in addition to ELSA, an early help intervention or a referral to children's social care is 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)
- Be identifiable by their school uniform
- In any other way that identifies them as a pupil of our school

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

The behaviour of children walking to and from school alone is the parents' responsibility once children leave the school gates.

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

The online behaviour of children outside of school hours is the parents' responsibility.

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.

All elements will be recorded on CPOMS.

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 - St. Margaret Clitherow Catholic Voluntary Academy \(st-margaretclitherow.nottingham.sch.uk\)](https://st-margaretclitherow.nottingham.sch.uk)

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 and managing allegations against staff protocol, for more information on responding to allegations of abuse against staff or other pupils.

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: September 2025

Review by: September 2026

Headteacher: Sarah Sweeney-McGinty

Chair of Governors: Patricia Bradley