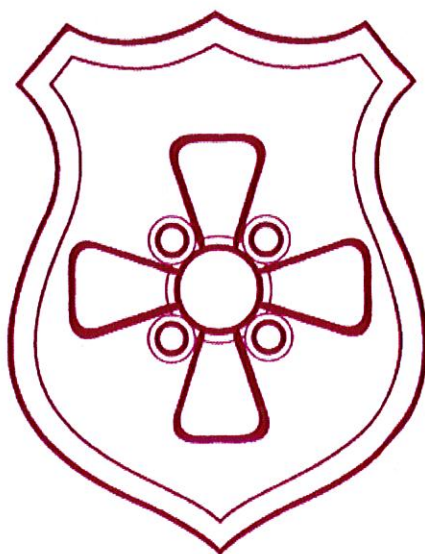


ST CUTHBERT'S CATHOLIC PRIMARY SCHOOL
WHOLE SCHOOL BEHAVIOUR POLICY



Acting Head Teacher

L. Bone

Date: October 2022

Chair of Governors
Janet Hutton

PP *L. Bone*

Review Date: October 2023

It is recommended that this policy is reviewed annually.

Introduction

In their document 'Ensuring Good Behaviour in Schools', the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils and parents.

Every school must have a behaviour policy in order to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools)/Independent Schools Standards Regulations 2010 (Academies).

The Governing Body is responsible for setting general principles that inform the behaviour policy. Head teachers are responsible for developing the behaviour policy and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

The behaviour policy must include measures to prevent all forms of bullying among pupils.

This Policy should be read in conjunction with the following school policies and procedures

- Anti Bullying Policy
- Drugs and Drug Related Incidents Policy
- Special Educational Needs Policy
- Health and Safety Policy
- Admissions Arrangements
- Complaints Procedure
- Single Equality Scheme
- Child Protection Policy
- E-safety
- Whistle Blowing Policy
- Administering Medicines Policy
- Educational Visits Policy
- Home to School Agreement

1. Policy Aims

- To encourage a calm, purposeful and happy atmosphere within the school
- To foster positive, spiritual and caring attitudes towards everyone where achievements at all level are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

The Whole School Behaviour Policy confirms the school commitment to:

- ensure that each child can develop and achieve his/her full potential, educationally, morally {and spiritually};
- provide a safe and attractive environment where everyone feels welcome, happy and secure; free from disruption, violence, bullying and any form of harassment
- provide each young person with the motivation and confidence to learn effectively;
- promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;

- promote a culture of praise and encouragement in which all pupils can achieve;
- provide every pupil with appropriate high quality teaching through a broad and balanced curriculum which is appropriately differentiated to meet each pupil's individual needs;
- teach children to respect themselves and others and to take responsibility for their own actions and behaviour;
- help teachers and other staff manage behaviour problems that can inhibit effective learning for all children, and to realise that we cannot always deal with problems by ourselves and that we have colleagues who are willing to assist;
- help young people to understand how behaviour affects others and the world around them;
- create a partnership of support and effective communication between home, school and the wider community;
- provide young people with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful, caring members of society;
- value each and every child regardless of ability, race, gender or religion;
- maintain, develop and consistently apply high standards within the school and enable teachers to develop and use their own professional expertise.

The aim of this Policy is to determine the boundaries of acceptable and unacceptable behaviour, and introduce rewards and sanctions and to determine how they will be fairly and consistently applied.

In order to achieve this, the school will:

- make clear its expectations of good behaviour, through assemblies, class/school council meetings and in published documents;
- reward achievements, awarding team points, Certificates of Merit,
- treat every member of the community as individuals and respect their rights, values and beliefs;
- create a zero tolerance environment against all instances of bullying or discrimination on the basis of race, gender, ability or cultural differences;
- provide positive examples for modelling behaviour;
- promote good relationships and a sense of belonging to the community;
- intervene early to challenge undesirable behaviour;
- follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.

2. Responsibilities

The commitment of staff, pupils and parents is vital in order to develop a positive whole school ethos. The expectations of staff, pupils and parents/carers are outlined below.

4.1 What Pupils Can Expect from Staff

You may expect staff and other adults in the school to:

- arrive at lessons on time;
- plan and deliver good to outstanding lessons which engage and motivate you to achieve;
- allocate sufficient time for each task;
- be enthusiastic and develop positive working relationships with you and your peers in their classes;
- celebrate the success of pupils in lessons, after school activities and assemblies;
- encourage all pupils to contribute to the work in hand;
- communicate both successes and concerns with parents;
- have a well organised room;

- mark or give feedback on work as soon as possible;
- set homework appropriate for the age and abilities of each pupil;
- treat you fairly;
- eliminate or control hazards which may cause you harm;
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;
- be approachable and listen to you at appropriate times;
- always take seriously any complaints of bullying or inappropriate behaviour reported to them;
- display your work;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently;
- model the behaviours you wish to see.

4.2 What Staff Can Expect from Pupils

Staff may expect you to:

- arrive at lessons on time;
- enter the classrooms quietly;
- wear full school uniform correctly;
- sit where you are told to sit by the teacher or any other member of the school staff;
- have equipment and books for lessons;
- follow classroom rules and procedures and not disrupt the learning of other pupils;
- follow instructions given by staff and other adults without arguing;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- put up your hand to indicate you wish to speak;
- use appropriate language;
- listen to others' ideas and work co-operatively;
- tell the truth and learn from your mistakes;
- care for the classroom and resources, respecting others' property;
- value other individuals and their contributions to lessons;
- lead by example creating a good role model for younger pupils in the school;
- accept responsibility for your behaviour;
- consider the needs of all the other people in the classroom;
- use ICT in accordance with school policy;
- be responsible when using online technologies and not compromise the professional integrity of staff or other adults in the school community;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying);
- behave appropriately when outside school;
- be an ambassador for the school.

4.3 What Staff Can Expect from their Colleagues

You may expect your colleagues and other adults in the school to:

- treat you with respect;
- work and co-operate with you for the overall good of the school community;
- respect your values and individual beliefs;
- treat all pupil and staff issues with the highest standards of confidentiality;
- offer support when appropriate;
- be aware of your job remit and respect its boundaries;

- use ICT appropriately and in accordance with the school's Acceptable Use Policy;
- be aware of and consider the possible implications for the school, colleagues and themselves when posting inappropriately on Social Network Sites.
- use on-line technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community

4.4 What Staff Can Expect from Parents

Staff and other adults in the school may expect parents to:

- treat you and your colleagues with respect;
- treat other parents, pupils and visitors to the school with respect;
- behave responsibly whilst on school premises;
- report any incidents of bullying including cyber bullying as soon as they are discovered so that the issue can be dealt with promptly by school staff;
- ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform with any necessary equipment e.g. PE kit;
- ensure that their child attends school regularly and contact the school in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's policies, strategies and guidelines for behaviour;
- work with school staff to help their child accept responsibility for their behaviour and actions;
- inform the school of any concerns or problems that may affect the child's work or behaviour;
- support their child's homework and other home-based learning activities;
- support the school in its use of rewards and sanctions;
- take some responsibility for the behaviour of their child;
- discuss any issues of concern with the class teacher or Head teacher in a calm and non-aggressive or threatening manner;
- consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school as a whole;
- support the school's approach to e-safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute;
- recognise the need for security and not create online media "on behalf" of the school without the Head teacher's express permission.

4.5 What Parents Can Expect from Staff and other adults in the School

You may expect staff and other adults working in the school to:

- treat you with respect;
- set high standards of work and behaviour for all children in their care;
- encourage your child to do their best at all times;
- deal promptly with any incidents of bullying regardless of whether your child is seen as either the bully or the victim;
- impose sanctions consistently in accordance with this policy and the school system;
- promote positive behaviour and reward such behaviour in accordance with this policy and the school system;
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;

- discuss your child's actions with them, give a warning and ensure that your child knows what the penalty will be should they continue to misbehave. All penalties will be carried out;
- provide a balanced curriculum in order to meet the needs of each child;
- keep you informed about general school matters, and your child's individual progress;
- let you know if there are any concerns about a child's work, attendance or behaviour;
- support the child's homework and other home-based learning activities;

5 Celebrating Success

At our school we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and will be reviewed by pupils, parents and staff during the academic year.

- Verbal praise in class
- Written praise in marked work
- Sharing and celebrating success during lesson time – use of circle time for pupils to discuss their own behaviour related concerns
- Use of talk boxes in classes – contributions may be anonymous but discussed by the whole class
- Sharing and celebrating success in assemblies
- Merits/stickers awarded in lessons for homework, good classwork, being on time regularly, caring for others, helping others, being thoughtful or considerate etc.
- Certificates in assemblies which are awarded for a wide range of reasons such as exceptional work, improvement, kindness etc.
- Head teacher's award or certificate for outstanding achievement, progress, improvement, representing the school etc.
- Honorary trophies for outstanding pupils in specific disciplines

5.1 Rewards

- Verbal praise and positive feedback around school.
- DoJo points/Housepoints
- Letters home from Head
- School Awards
- Celebration certificates
- Golden Book certificates

6. Sanctions and Consequences

Although this school aims to focus on positives at all times, there are unfortunately occasions when a minority of pupils let themselves, the school and others down through their unacceptable or inappropriate behaviour.

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through assertive discipline approaches which enable pupils to reflect on their behaviour and to make amends. This process does not, however, replace consequences. At our school, we know that consistency is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

Our programme for positive 'Assertive Discipline' incorporates the points made above by:

- A child will be given a verbal reminder about expectations and how they can correct behaviour.

- If behaviours persist, the child will be referred to the Headteacher who will reinforce the above.
- For repeat Level 1 offences, the child will be excluded from break times and may be set tasks by the teacher: writing school expectations of community service.
- Lunchtime supervisors will report behaviour incidents to the child's class teacher. These include positive remarks that will be rewarded with Class Dojo points
- The code of conduct has been and will be revisited by the children periodically at a collective assembly. The consequences have and will be discussed with and explained to the children. The focus is on good behaviour and praising that behaviour
- Continual poor behaviour will be referred to the Head teacher for further sanctions i.e. placing on report, a behaviour journal to monitor unpredictable behaviour or the referral to a child's parents to carry out a 'Solution Circle'. As a result of such actions a parent will be contacted and kept fully informed and included in the process of monitoring the child's behaviour

Level One – leading to Warning or detention if behaviour continues

- Low level disruption in class
- Use of mobile phone in class – item may be confiscated
- Wearing jewellery in contravention of school rules – item may be confiscated
- Calling out
- Chewing/eating in class
- Passing notes
- Using electronic music devices – item may be confiscated
- Misuse of practical equipment
- Consistently off-task
- Late to lessons
- Graffiti on books, equipment or furniture
- Out of school uniform
- No equipment
- Littering

Level Two – leading to parental involvement

- Repeated refusal to follow instructions
- Repeated disruption to learning
- Use of inappropriate language
- Walking out of lesson without permission
- Failing to attend a break or lunchtime detention
- Undermining/personal/discriminatory comments directed at staff
- Repeated personal or discriminatory comments directed at other students/pupils
- Selling food or drinks to others for personal gain
- Inappropriate behaviour outside of school which brings the school into disrepute or reflects badly on the school image and values

Level Three – leading to internal exclusion or fixed term exclusion

- Direct swearing at a member of staff
- Violence or intimidation directed at any member of the school community or the wider community
- Out of control behaviour
- Failure to report to after school detention
- Failure to report to a senior member of staff when sent out of lessons

- Bullying or intimidation directed at any member of the school community regardless of whether this takes place during or out of school hours
- Smoking anywhere on school premises
- Drinking alcohol on school premises
- Drug use on school premises
- Arriving at school appearing to be under the influence of alcohol or drugs

Screening, Searching and Confiscation

The school follows Government advice when confiscating items from pupils which is outlined in their document "Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies – April 2012 (A copy of this document is available from the school on request or to download from the DfE Website).

The following items are what are termed 'Prohibited Items' and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic images
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil)

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The following are items which are banned by the school under the school rules (School to add their own rules):

- Mobile phones used in class
- MP3 players or similar used in class
- Jewellery not in accordance with the school uniform policy
- Lighters or matches

The school will confiscate any electronic items being used inappropriately on the premises such as mobile phones, MP3 players etc. Pupils are allowed to bring these to school on the understanding that they remain switched off and are placed in the class register tray during school time.

Staff in this school have the right to confiscate, search and ultimately delete any media which they "reasonably suspect" is being used to bully or otherwise cause an individual harm.

Pupils wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated items will be logged and made available for collection at the end of the school day. Where a pupil repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for

teachers. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term.

Pupils found with tobacco and/or cigarette papers will have these confiscated and destroyed whether they are found to be smoking or not. They will also be issued with a sanction for bringing tobacco on to school premises. Pupils will also receive sanctions for smoking near the school and on their way to and from school.

Staff have the power to search pupils with their consent for any item banned under the school rules. This includes searching bags. .

Where items are 'prohibited' as outlined above, these will not be returned to pupils and will be disposed of by the school according to the DfE advice and statutory guidance 'Screening, Searching and Confiscation – Advice for Head teachers, staff and Governing Bodies'. Pupils must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the 'prohibited' items and staff have the power to search pupils **without** their consent for such items. There will be severe penalties for pupils found to have 'prohibited' items in school. In certain circumstances this may lead to permanent exclusion.

Removal from Class

Where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class and sent to the Head teacher. In such circumstances, the pupil will automatically receive a detention within school time and as directed by the Headteacher. Pupils may also be removed from class for more serious misconduct without the use of warnings.

Other examples of sanctions

- Verbal warning
- Moved seat or place – to sit by an adult / or to work on your own.
- KS2 Detention / KS1 Missed playtime
- Time out in another class – completing work in another class – this will be in parallel class or class above or below or to Key Stage Leader's classroom.
- Time out with teacher - In KS1. In KS2 this will be with Head teacher. This will usually be for the remainder of the morning, lunchtime or afternoon session.

Fixed Term Exclusion

We will endeavour to avoid exclusion from school at all costs. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's Whole School Behaviour Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate.

Permanent Exclusion

A decision to exclude a pupil **permanently** will be taken only:

- a) In response to serious breaches of the school's Whole School Behaviour Policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

A decision to exclude a pupil **permanently** is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without

success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

Exclusions - The Right of Appeal and Legal Duties

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Home School Agreements

We are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

7. Attendance and Punctuality

The school is required by law to keep a record of pupil attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. Good attendance and punctuality are essential for good learning. They are also essential skills for later life. Pupils who are late are recorded as late on a regular basis are put in a lunch time or an after school detention.

If pupils are late or do not attend:

- parent/carer/guardian should telephone the school in the morning on the first day of their child's absence
- any absence needs to be explained, on return to school, by a letter from parent/guardian
- parent/carer/guardian should contact the school again if an absence is more than three days. If they do not do so, the school will make attempts to contact them. In some circumstances this may also involve a home visit

We strongly discourage parents/carers/guardians from taking their children out of school for holidays or family outings during the school term. In most cases, unless there are extenuating circumstances, these will count as an unauthorised absence. Any such absences may only be taken following authorisation by the Head teacher.

8. Pupil Conduct and Misbehaviour Outside the School Premises

8.1 What the Law Allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity; or

- travelling to or from school; or
 - wearing the school uniform; or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school; or
 - poses a threat to another pupil or member of the public; or
 - could adversely affect the reputation of the school.

8.2 Out of School Behaviour

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including public transport) to and from school, educational visits or other placements such as work experience or college courses.
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

8.3 Sanctions and Disciplinary Action – Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of detention, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being members of the school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

9. The Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. The Governing Body have taken account of advice provided by the DfE - *Use of reasonable force*:

advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Force is generally used for two different purposes, either to control pupils or to restrain them.

Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will **never** be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

9.1 Action as a result of Self-defence or in an Emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

9.2 Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- In order to prevent a pupil from attacking a member of staff or another pupil
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object

9.3 Power to Use Reasonable Force when Searching Without Consent

In addition to the general power to use reasonable force, the Head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'. See Section 6.2 above.

9.4 Unreasonable Force

The type of force which will never be acceptable in our school includes:

- holding round the neck or any other hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints (e.g. arm locks);
- tripping or holding by the hair or ear;
- holding face down on the ground.

9.5 Staff training

All members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain pupils. The training will be to an approved nationally acceptable level and will be regularly refreshed.

9.6 Behaviour Management Plans

A pupil with a known challenging behaviour, a medical condition which affects behaviour patterns or who has special educational needs may be the subject of a Behaviour Management Plan. This Plan sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the pupil's behaviour whilst travelling to school on organised home-school transport.

In such circumstances, parents will always be made aware of their child's Behaviour Management Plan and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home. Wherever possible and appropriate, the child concerned will also be involved in creating the Behaviour Management Plan.

9.7 Informing Parents when Reasonable Force has been Used

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents.

In making a decision about informing parents, the following will be taken into account:

- The pupil's behaviour and level of risk presented at the time of the incident.
- The degree of force used.
- The effect on the pupil or member of staff concerned; and
- The child's age.

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to the Head teacher (or Head of School in the absence of the Head teacher) who will follow up the incident where necessary. The following must be recorded:

- all incidents where unreasonable use of force is used;

- any incident where substantial force has been used e.g. physically pushing a pupil out of a room;
- use of restraint;
- an incident where a pupil is clearly distressed though clearly not overreacting.

The following criteria will be used when considering the need for recording:

- Did the incident cause injury or distress to a member of staff or pupil?
- Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category;
- Did the incident justify force? This is particularly relevant where the judgement is finely balanced;
- Does recording it help to identify and analyse patterns of pupil behaviour?

If the answer to any of the questions is 'yes', a written record should be made using the bound Record of Physical Intervention book (blue) and all other notes taken at the time are to be kept.

In all instances of the use of physical restraint, parents will be informed the same day, by phone and in writing, and invited into the school to discuss the incident unless to do so would result in significant harm to the pupil, in which case, the incident will be reported to the social care at the Local Authority.

All injuries will be reported and recorded in accordance with school procedures.

9.8 Post Incident Support

Serious incidents can create upset and stress for all concerned. After the incident ends it is important to ensure all staff and pupils are given first aid treatment for any injuries. Emotional support may also be necessary. Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then make a decision about how and when to contact the parents of the pupil to engage them in discussing the incident and setting out subsequent actions. After the incident the Head teacher and/or other staff will:

- ensure the incident has been recorded;
- decide whether multi-agency partners need to be engaged and, if so, which partners;
- hold the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and pupils affected by the incident. It may also mean the child is excluded. See Section 6.2 above.
- help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- ensure that staff and pupils affected by the incident have continuing support as long as necessary in respect of:
 - physical consequences
 - emotional stress or loss of confidence
 - analysis and reflection of the incident

9.9 Follow up

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Behaviour Management Plan or other plans for pupils. It might also be appropriate to review the whole school behaviour policy.

9.10 Other Physical Contact with Pupils

This school does not operate a 'no touch policy'. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To administer first aid;
- To apply sunscreen to the arms, face or lower legs of very young pupils or those with special educational needs who might struggle to apply it appropriately themselves

10. Behaviour of Parents/Carers and Other Visitors to the School

St Cuthbert's Catholic Primary School encourages close links with parents/carers and the community. We believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents/carers and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents/carers and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent/carer or visitor behaviour is unacceptable.

10.1 Types of behaviour that are considered serious and unacceptable

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone.
- Speaking in an aggressive/threatening tone.
- Physical intimidation e.g. standing very close to her/him.
- The use of aggressive hand gestures/exaggerated movements.
- Physical threats.
- Shaking or holding a fist towards another person.
- Swearing.
- Pushing.
- Hitting, e.g. slapping, punching or kicking.
- Spitting.
- Racist or sexist comments.
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site

- Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident.

10.2 Procedures for Dealing with Unacceptable Behaviour

When a parent/carer or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the headteacher. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, ban them from the school, and/or contact the police.

When any parent/carer or visitor behaves in an unacceptable way in person towards a member of the school staff the headteacher will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately. It is also an offence under section 547 of the *Education Act 1997* for any person (including a parent) to cause a nuisance or disturbance on school premises. The police will be called if necessary. The perpetrator may also be banned from the school premises for a period of time, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the parent/carer/visitor may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned from the school premises.
- In more serious cases, the parent/carer/visitor will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents/carers will still have the opportunity to discuss any issues relating to their child with school staff.
- Incidents of verbal or physical abuse towards staff may result in the police being informed, and may result in prosecution.

If a parent/carer/visitor is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. Further action may be taken by the school.

St Cuthbert's Catholic Primary School will take action where behaviour is unacceptable or serious and breaches this Whole School Behaviour Policy.

10.3 Unacceptable Use of Technology

St Cuthbert's Catholic Primary School takes the issue of unacceptable use of technology by any member of the school community very seriously.

We expect parents and other adults within the school community to act responsibly when using on-line technologies. The expectation of parents is set out on page 4. Failure to comply with these expectations could similarly result in parents and/or other adults being banned from the school site, and the incident may be reported to the police.