



**St. Paul's  
C.E. Primary School**  
Together on life's great adventure

# Positive Relationships Policy

## *(Behaviour)*

**Approved by:** The Governing Body


**Date:** July 2024

**Last reviewed on:** July 2024

**Next review due by:** July 2025

## Our Vision

Through the love of God, we protect our school community. Together we trust, hope, persevere and flourish on life's great adventure.

<u>Our Values</u>	<u>Our Rainbow Rules</u>
<p>Love Courage Community Forgiveness Honesty Determination Respect</p>	 <p>Ready Respectful Safe</p>

## Aim

The first part of our vision is this 'Through the love of God, we protect our school community'. To do this we ensure that health and safety is an important consideration across the whole school. We will take all reasonable steps to provide a safe and caring environment for children, staff and our visitors.

We are committed to:

- Foster excellent relationships between all members of our community by displaying genuine care, trust, tolerance, and understanding, so we can all work together to create the very best learning environment.
- Ensure that all members of our community are treated fairly and shown respect so we create a safe, comfortable, and nurturing environment where we can all be our best both inside and outside of school.
- Ensure all staff and pupils are aware of the very high standards of behaviour that are expected of them and take responsibility for promoting these high standards.
- Help learners develop life skills including self-regulation, co-regulation, empathy, social awareness, and to recognise that every action has a consequence.
- Use restorative approaches.
- Build a community which models our Christian vision and values.

## Fundamental Principles

Every person in the school has rights. Each teacher has the right to teach without disruption and pupils have the right to learn without interference. We also recognise that every member of the school community also has the right:

- to learn and help others through careful listening and turn taking.
- to feel safe in, and moving around the school, classroom, and playground.
- to express themselves, ask questions and, share opinions and ideas.
- to be treated fairly, with equality and respect in line with our Equality Statement.
- to be listened to in a dispute and have difficulties with others settled.
- to work in an environment that is cared for by everyone in the school and, equipment and belongings looked after.

**The fundamental principles which underpin our Positive Relationships Policy are:**

- unconditional positive regard for all pupils;
- a no shouting policy;

- a non-confrontational approach;
- a focus on the behaviour, not the pupil;
- a focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).

## School Rules

The aims of this policy will be met by everyone observing our 3 agreed rules. By displaying behaviours linked to following these 3 rules we will create a safe and positive learning environment which leads to a culture of excellence and success. These are:

**READY. RESPECTFUL. SAFE.**

Our school rules are clear and simple. They are displayed around our school, are used consistently and are linked with our consequences of behaviour.

These expectations are embedded across our whole school day including break times, assemblies and school trips.

## Consistent Adult Behaviour

At St Paul's C.E. Primary School, we believe that excellent behaviour from all pupils is only achieved when all adults are modelling excellent, wholly consistent behaviours in line with this policy.

- Consistent **expectations**: referencing and promoting appropriate behaviour;
- Consistent **language** and consistent **response**: simple and clear expectations reflected in all conversations about behaviour;
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging, and celebrating;
- Consistent **follow up**: ensuring 'certainty' at the classroom and senior leadership level; Staff taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **consequences**: defined, agreed, and applied at the classroom level as well as established structures for more serious behaviours;
- Consistent **respect from the adults**: even in the face of disrespectful learners;
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning;
- Consistently **reinforced rituals and relentless routines** for behaviour around the site: in classrooms, around the site and at the school reception;
- Consistent **environment code of conduct** evident of our Christian values.

## Celebrating Positive Behaviour

We work on the principle that for most of our pupils they will respond well when their efforts are recognised and rewarded. At St Paul's C.E. Primary School we use a range of celebrations:

## Individual Rewards

Children are awarded Dojo Points for displaying a range of positive qualities inside and outside of school. These points are awarded by all members of staff and build up over time.

Children are able to exchange their Dojo Points for prizes whenever they choose. All children in school have voted for prizes that they would like and find motivating.



## Class Rewards

Each class in school vote for a class reward they would like and find motivating. Children work as a team to accumulate 25 stars – which can be awarded for a range of collective positive behaviours, attitudes and successes.

Once the 25-star total is achieved, the class are gifted their reward.



## Family Rewards

Each child in school is allocated to a 'family' linked to our school's Christian Values.

At the end of each half term, Dojo Points are calculated for each family, and the winners receive a collective reward.

## Attendance Reward

Being in school is a reward in itself. However, to promote and celebrate positive attendance, we play Attendance Monopoly. Each Friday in Celebration Worship, the class in both KS1 and KS2 with the highest attendance roll a dice and move around a board – which grants additional class prizes.

We also acknowledge 'most improved attendance' through certificates.

## Star of the Week

Each week, teachers nominate a Star of the Week award to one pupil. This can be for any positive attitude, achievement or behaviour – linked to our school values wherever possible.

## Steps In Behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use our 'Steps In Behaviour' format for dealing with poor conduct.

Steps In Behaviour	Actions
<p><b>Stage 1</b></p> <p><i>Redirection /Reminder (x2)</i></p>	<p><b>Redirection</b></p> <p>Positive reinforcement of other children around them <i>"X thank you for sitting so beautifully."</i></p> <p>A visual cue to the pupil that you want them to make a good choice. This could include:</p> <ul style="list-style-type: none"> <li>• a 'look',</li> <li>• a visual point to what you expect.</li> </ul> <p><b>Verbal Warning - Reminder</b></p> <p>A reminder of the expectations <b>Ready, Respectful, Safe</b> delivered privately wherever possible.</p> <p>The adult makes the pupil aware of their behaviour. The pupil has a choice to do the right thing and suitable time to do so. All staff should take the initiative to keep things at this stage wherever possible.</p> <p>Praise pupils when they positively change their behaviour, acknowledging the positive change.</p> <p><b>Verbal Warning – Caution</b></p> <p><i>If the behaviour persists:</i></p> <p>A clear verbal caution to the learner making them aware of their behaviour and clearly outlining the consequences if they continue (delivered privately, wherever possible).</p> <p>The pupil has the choice to do the right thing. Pupils will be reminded of their positive previous conduct to prove that they can make the right choices. Praise them when they positively change their behaviour, acknowledging the positive change.</p>
<p><b>Stage 2</b></p> <p><i>30 second scripted intervention</i></p> <p><i>Reflection with Class Teacher</i></p> <p><i>Time out space within the classroom</i></p>	<p><b>If the behaviour <u>still</u> persists:</b></p> <p>Speak to the pupil privately and give them a final opportunity to engage.</p> <p><b>Use the 30 second scripted intervention</b></p> <ul style="list-style-type: none"> <li>• <b>I have noticed that</b> you are...(having trouble getting started, wandering around, etc.) right now.</li> <li>• <b>At St Paul's, we always show that we are...</b> (refer to the 3 school rules – ready, respectful, safe)</li> <li>• <b>Because of that you need to...</b> (refer to action to support behaviour e.g. move to another table, complete learning at another time)</li> <li>• <b>See me for</b> 5 minutes after class/during break</li> <li>• <b>Do you remember yesterday/last week when you...</b> (refer to previous behaviour)?</li> <li>• <b>That is who I need to see today...</b></li> <li>• <b>Thank you for listening...</b> then give the pupil some <b>'take up' time</b>.</li> </ul> <p>If the warning is not heeded and the behaviour continues, this must be recorded on <b>CPOMS</b> or via a Fix It Ticket and passed to Mrs Moore if CPOMS is not available.</p> <p>At this point, the pupil will be informed that a restorative conversation will take place at the next break/lunch time. If a restorative conversation has previously taken place for the same behaviour, then the pupil may be required to spend 5-10 minutes in reflection time <i>(or during 'choosing time' for EYFS)</i>. Pupils will be expected to complete a reflection sheet.</p> <p>For serious breaches at play/lunch times, the pupil will be expected to stay inside with an adult for the remainder of the play/lunch break.</p> <p>The learner is given a final opportunity to engage with the learning/follow instructions. At this point if necessary to regulate/diffuse situation the learner can go to a time out space in the classroom to reflect</p>

	on their behaviour.
<p><b>Stage 3</b></p> <p><i>Reflection time in alternative setting</i></p> <p><i>Supervised playtime</i></p> <p><i>Class teacher to notify parents</i></p>	<p>If the step above is unsuccessful, or if a pupil refuses to take a 'class time out' then they will be asked to leave the room and will be escorted to an alternative class/learning environment within school. Depending on the child in question, they may go to the classroom of another trusted adult with whom they have a relationship. <i>If necessary, the pupil may need to work outside their learning area with a member of SLT.</i></p> <p>If the behaviour escalates / pupil refuses to move to 'time out' in another setting, then family support worker / member of SLT is called.</p> <p>If a child has been out of class/not completed learning based on our shared minimum expectations, they are expected to complete their work during part of playtime / lunchtime. This will also be used as a reflection time where the adult will discuss with the child the choices they made and how this can be improved.</p> <p>Supervised playtime / lunchtime may be a requirement at this point to ensure the pupil is regulated. This may involve time in the reflection area or standing with an adult.</p>
<p><b>Stage 4</b></p> <p><i>Reflection with SLT</i></p> <p><i>SLT to contact home</i></p> <p><i>Positive Behaviour Plan considered</i></p> <p><i>Suspension / Exclusion</i></p>	<p>If a child displays a non-negotiable behaviour, they will automatically spend time with a member of SLT.</p> <p>No staged warnings need to be given for this consequence.</p> <p>Depending on the age of the pupils these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters <b>must</b> be referred immediately to the Headteacher or SLT.</p> <p>Depending on the severity of the behaviours shown, the consequence may be an internal isolation or fixed term suspension. This decision will be made by the Headteacher (or the Deputy in their absence).</p> <p>Such serious or non-negotiable behaviours could include:</p> <ul style="list-style-type: none"> <li>● <i>Sexist / racist / homophobic comment.</i></li> <li>● <i>All forms of bullying.</i></li> <li>● <i>Swearing or spitting intentionally at others.</i></li> <li>● <i>Physical or verbal aggression towards any member of the school community.</i></li> <li>● <i>Deliberate damage to school property.</i></li> </ul>

## Restorative Conversation

As part of our approach to manage behaviour, staff should hold a restorative conversation. Sometimes this conversation may include other staff and children.

Staff will use a consistent script for the restorative conversation.

- What happened? (*Who? Where? When?*)
- How were you feeling at the time?
- How do you think it made \_\_\_\_\_ feel?
- What should we do to put things right?
- How can we do things differently in the future?

## Positive Behaviour Plan

If behaviour is consistently poor, parents will be informed and invited to a meeting to work in partnership with the school. This meeting will be led by a member of the SLT alongside the class teacher. There will then be agreed targets that will be monitored over the course of two weeks and reviewed. Parents will be invited to the review meeting. This will be known as the child being placed on a 'Positive Behaviour Plan'.

Behaviour towards agreed targets will be monitored discreetly. We do not advertise poor behaviour to other learners or those who choose not to meet our high standards of behaviour.

*See Appendix 2.*

## Suspension and Exclusion

For serious negative behaviours, the headteacher will consider exclusion in line with statutory guidance. Parents will always be informed at the earliest opportunity and a meeting will be arranged to provide information regarding the reasons for the exclusion. Positive steps forward will be discussed at the time of exclusion and reiterated as part of the pupil's reintegration meeting on return to school.

Suspension / Exclusion is always a last resort.

The following non-negotiable behaviours may result in a fixed term suspension:

- Repeated patterns of aggressive or threatening behaviours towards adults and children.
- Deliberate and/or destructive behaviours.
- Physical aggression towards others.

Pupils may receive a permanent exclusion for a serious breach or persistent breaches of this behaviour policy. This would be where allowing the pupil to return to school would seriously harm the education and welfare of the pupil or others, such as staff or other pupils.

*Please refer to the Suspension and Exclusion Policy*

## Lunchtime Behaviour

**All** staff are expected to be **proactive** in managing and dealing with behaviour at all times. To foster positive relationships, staff will consistently 'catch children being good' and share this with them.

Behaviour incidents should be managed at lunch time in line with this policy. Children who are displaying 'unwanted behaviours' should be spoken to first and given a caution. If this continues, they should be given a short time out standing with the adult dealing with the incident. Serious incidents of non-negotiable behaviours should be addressed by staff and referred to a senior leader immediately.

## Special Needs and Social and Emotional Behavioural Difficulties

In most cases, difficulties with behaviour will be dealt with by the learning opportunities and processes already described. However, in some cases the normal procedures used may have little effect upon the pupil. This might be because of other circumstances at home or because of medical conditions.

In some cases, pupils have a very low self-esteem and find it difficult to find a place for themselves within the normal school routines and reward/ sanction process.

In these cases, different approaches will be necessary and ‘personalised’ according to the needs of the pupil.

Involvement in a nurture group – this is an extremely valuable resource which provides pupils with support and help with social skills in a small group. The emphasis is upon the caring and non-judgmental environment and making the pupil feel that they are part of a caring family.

Support from a TA or Family Support Worker, to provide support and encouragement for individuals who may lack the concentration to stay on task, independently. In some cases, they will work with pupils in class to give the support and encouragement they need. In others, they may remove the pupil from class to provide an alternative personalised curriculum. Once more the emphasis will be upon raising the self-esteem of the pupil, basing the work upon their individual needs and interests and finding ways of motivating them within class.

Adapting the curriculum – in some cases pupils will not be able to cope all day with the set curriculum. It may be that throughout the day, or in the afternoon alternative arrangements are made and more sensory breaks or personalised provision will be arranged to keep them on track.

Some pupils will respond to individual celebrations tailored to their interests and level of concentration. These should be negotiated between the pupil, class teachers and TAs and Family Support Worker. In some cases, parents might also be involved in further supporting at home.

A home-school book may be used to record all the positive things that have happened throughout the day to share at home

Providing responsibilities – some pupils in this category will benefit from being placed in a position of responsibility either in relation to a task or to a peer. Helping younger pupils with a task, an adult or being given set routines at ‘trigger’ times can increase their self-esteem and bring out the best in them.

In extreme cases, where pupils or staff are at risk of being hurt, trained staff will use Team Teach methods of behaviour support.

## **Bullying**

St Paul’s C.E. Primary School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential (*please refer to our separate Anti Bullying Policy for full details*).

### **Our Community:**

- Understands the importance of challenging inappropriate behaviours between peers.
- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively, that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.



- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.
- Challenge practice and language (including ‘banter’) which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

### **Responding to Bullying Concerns**

The following steps will be taken when dealing with any incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern as per our Anti Bullying Policy.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.

### **The Power to Discipline Beyond the School Gate**

Whether to discipline children regarding behaviour outside the school gates is at the Headteacher’s discretion (or at the discretion of staff authorised by the headteacher) in conjunction with DfE guidance.

If sanctions are deemed necessary, they will be applied in line with this policy.

The Governing Body strongly believes that for pupils of primary school age it is their parents’ responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school.

### **Reasonable Force**

At St Paul’s C.E. Primary School key staff are trained in Team-teach/Positive Handling. This is a programme designed to help staff to calm pupils and de-escalate difficult situations. It also trains staff to hold pupils safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible.

Staff only intervene physically to hold pupils in order to prevent injury to a pupil, or if a pupil is in danger of hurting themselves or others.

- Should this occasion arise, pupils and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of pupils. Records are kept and parents or carers are informed.

### **Procedure in the event of a child running away from an adult**

If children run out of class or the building and do not respond to requests to return, where deemed appropriate, parents will be called and asked to come to school. Staff will not chase children as this may cause them to run into

further danger but will observe from a distance. If following a child off-site, staff will keep in contact with the school via mobile phone.

If a child leaves the school site, the police will be contacted immediately for the safety and wellbeing of the pupil.

## Searching Pupils

Searching can play a critical role in ensuring that St Paul's C.E. Primary School is a safe environment for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

The Headteacher and staff are authorised to have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited or banned item listed below, or any other item that the school deems or identifies as an item which may be searched for.

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

The list of banned items is:

- Mobile Phones (Year 5 and 6 pupils who walk unaccompanied to and from school may bring a mobile phone to school however this must be handed into the classroom staff at the start of each day)
- E-Cigarettes / Vapes
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property; and any item which a school policy specifies as banned and able to be searched for.

Under common law, school staff, with agreement from the Headteacher, have the power to search a pupil for any item, if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited or banned item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour, including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. When exercising their powers, St Paul's C.E. Primary School will consider the age and needs of pupils being searched. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

### **The role of the Headteacher, the Designated Safeguarding Lead and Authorised Members of Staff**

1. Only the headteacher, a member of the Senior Leadership Team (SLT) or a member of staff authorised by the headteacher can carry out a search. The headteacher can authorise individual members of staff to search for specific items, as set out above.
2. In the absence of the headteacher, a member of the SLT and/or the designated safeguarding lead (or deputy/ies) can authorise individual members of staff to search for specific items, as set out above.
3. Members of staff should immediately involve the headteacher, SLT, designated safeguarding lead (or deputy/ies) without delay if they believe that a search has revealed a safeguarding risk.
4. If the headteacher, SLT, designated safeguarding lead (or deputy) find evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in part 1 of

Keeping Children Safe in Education). They should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

### **Before Searching**

The member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited or banned item
- do not understand the instruction
- are unaware of what a search may involve or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's Positive Relationships policy, ensuring that they are responding consistently and fairly.

During a Search

### **Where**

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must 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.

### **Who**

The law states that the member of staff conducting the search must be of the same sex as the pupil being searched. There must also be another member of staff present as a witness to the search.

### **The Extent of the Search**

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

The person conducting the search must not require the pupil to remove any clothing, other than outer clothing.

'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

'Possessions' means any goods over which the pupil has, or appears to have, control - this includes desks, lockers and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and where it is not reasonably practicable to summon another member of staff.

### **After a Search**

Whether or not any items have been found as a result of any search, the Headteacher, SLT or Designated Safeguarding Lead (or deputy / ies) will consider whether the reasons for the search, the search itself or the outcome of the search give cause to suspect that the pupil is suffering, is likely to suffer harm and/or whether any specific support is needed.

Where this may be the case, staff will follow the school's child protection policy and speak to the Headteacher, SLT or Designated Safeguarding Lead (or deputy) as set out in Part 1 of the Keeping Children Safe in Education document. They will then consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Recording Searches**

Any search by a member of staff for a prohibited or banned item should be recorded in the school's safeguarding reporting system – CPOMS - including whether or not an item is found.

This will allow the Designated Safeguarding Lead (or deputy) to identify possible risks and initiate a safeguarding response, if required.

The member of staff recording the incident on CPOMS will need to include the following after each search:

- the date, time and location of the search
- which pupil was searched
- who conducted the search and any other adults or pupils present
- what was being searched for
- the reason for searching

- what items, if any, were found
- what follow-up action was taken as a consequence of the search.

### **Informing Parents**

Parents should always be informed of any search for a prohibited or banned item, listed above, that has taken place and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied. Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

### **Confiscation**

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting that it:

- poses a risk to staff or pupils
- is a prohibited or banned item
- is evidence in relation to an offence.

### **Prohibited, banned or Illegal Items**

Controlled drugs must be delivered to the police as soon as possible, unless there is a good reason not to do so. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such and deliver them to the police. Other substances which are not believed to be controlled should also be delivered to the police.

Where a person conducting a search finds alcohol, tobacco, e-cigarettes, vapes, cigarette papers or fireworks, they may retain or dispose of them as they think appropriate, but should not return them to the pupil.

Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images.

Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable.

However, if there is good reason to do so, the member of staff may also return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable.

The member of staff should consider all relevant circumstances and discuss with the Head Teacher or deputy to determine whether they can safely dispose of the seized article. In taking into account the relevant circumstances, the member of staff should consider the following:

- the value of the item - it would not be reasonable or desirable to involve the police in dealing with low value items, such as pencil cases, though school staff may judge it appropriate to contact the police if the items are valuable;
- whether the item is banned by the school;
- whether retaining or returning the item to the owner may place any person at risk of harm and
- whether the item can be disposed of safely.

Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible. Items that have been (or are likely to be) used to commit an offence, or to cause personal injury or damage to property, should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of.

### **Electronic Items**

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited or banned items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

If the member of staff conducting the search suspects, they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images.

When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the Headteacher, SLT or Designated Safeguarding Lead (or deputy) as the most appropriate person to advise on the school's response. Where reports of this nature are made, St Paul's C.E. Primary School will follow the principles as set out in the Keeping Children Safe in Education document.

The UK Council for Internet Safety will also provide the school with guidance on how to support school staff and Designated Safeguarding Leads with regard to sharing nude and semi-nude images: advice for education settings working with children and young people.

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then this must be delivered to the police as soon as is reasonably practicable.

## Parent Concerns

If a parent is not satisfied with the way their child's behaviours have been dealt with, then they should take the following action:

- Arrange an appointment with the teacher.
- If a parent is not satisfied with the outcome of this meeting, an appointment with a member of the leadership team can be arranged.

If, after talking with teachers and senior leadership, parents are still not satisfied then they should follow the school's Complaints Policy.

## Rationale

This policy should be taken as part of the overall strategy of the school, read in conjunction with the Anti-Bullying Policy and the Suspension and Exclusion Policy, and operated within the context of our vision and mission as a Church of England School.

The policy has been developed with consideration to the following legislation and guidance:

- Behaviour and Schools: advice for headteachers and school staff
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- SEND Code of practice

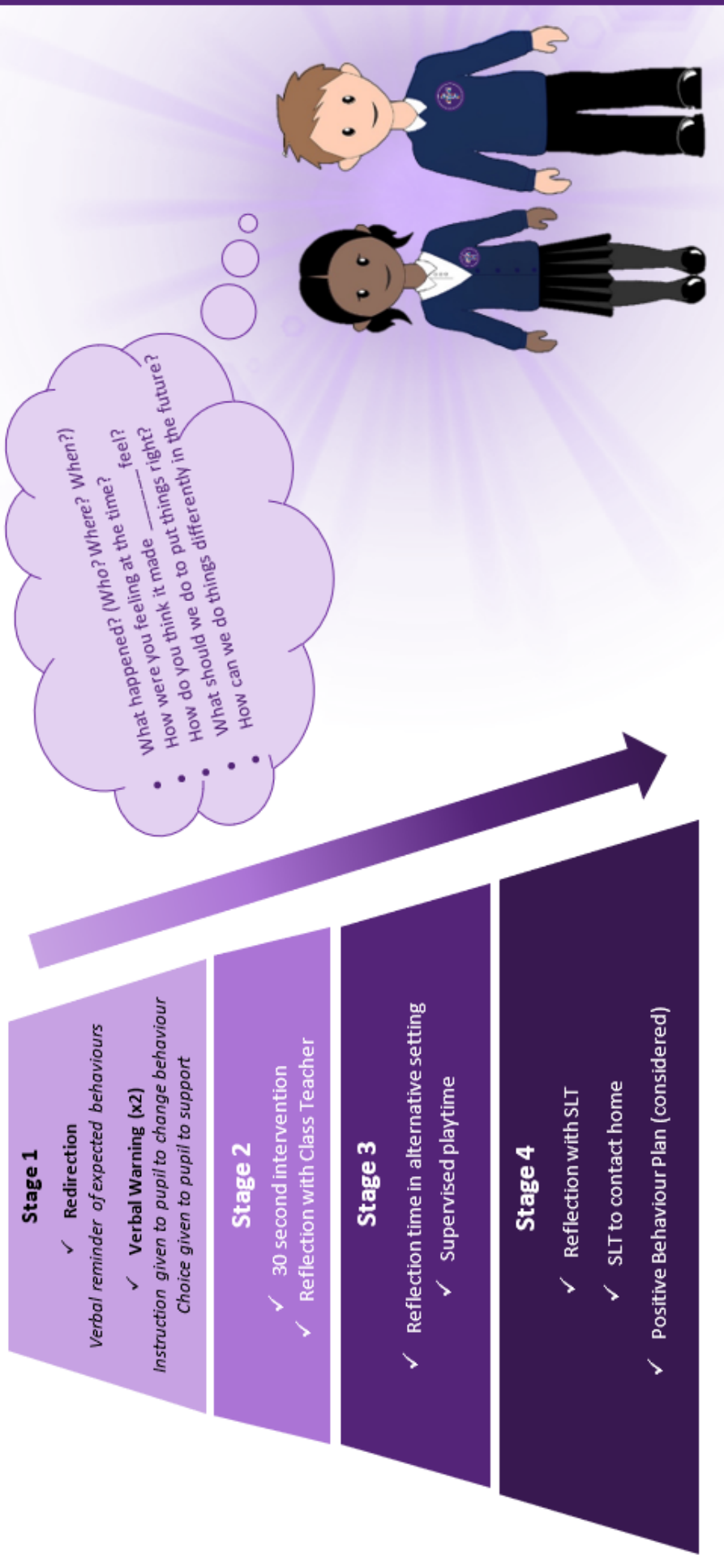


# Behaviour Code

Our language and rewards always positively reinforce our school vision and link to our school rules:

## READY. RESPECTFUL. SAFE.

- Positive Praise
- Individual Dojo Points
- Class Points
- Attendance Awards
- Star of the Week Certificates
- Positive Communication Home



## Appendix 2 – Positive Behaviour Plan

<b>Pupil Name:</b>	<b>Year:</b>	<b>Class:</b>
<b>Date plan starts:</b>	<b>Date of next review:</b>	
Medical conditions/needs:	Staff working with the pupil:	
<b>Challenging behaviour</b> <i>What does it look like?</i>  <i>What triggers it?</i>  <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Targets</b> <i>What are we working towards?</i>  1.	
<b>Early warning signs</b> <i>How do we prevent an incident?</i>  <ul style="list-style-type: none"> <li>• <i>What to look out for</i></li> <li>• <i>How to respond (reminders, alternative environment)</i></li> </ul>	<b>Strategies for positive behaviour</b> <i>How do we maintain positive behavior?</i>  <ul style="list-style-type: none"> <li>• <i>Phrases to use</i></li> <li>• <i>Rewards, motivators</i></li> </ul>	
<b>Reactive strategies</b> <i>How do we diffuse the situation?</i>  <ul style="list-style-type: none"> <li>• <i>What to do and what not to do</i></li> <li>• <i>Phrases to use</i></li> <li>• <i>Calming techniques</i></li> </ul> <i>At what stage should another member of staff be informed? Who should this be?</i>	<b>Support after an incident</b> <i>How do we help the pupil reflect and learn from the incident?</i>  <i>Is there anything that staff can learn about working with this pupil?</i>	
<b>Agreement:</b> Parent name: Parent signature: Date:	<b>Agreement:</b> Staff name Staff signature: Date:	

**Log of incidents:**

Date	Setting	Description of behaviour	Trigger for incident	Action taken

**Evaluation and next steps:**

*How effective is the plan?*

*Record suggestions to be considered when this plan is reviewed.*



# Example Positive Behaviour Tracker

## Weekly Record

Name:

Class:

Week Commencing:

**Target/s:**

Day	Lessons	Playtime	Lunchtime
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

## **Appendix 3 – Responsibilities**

### **The governing body will:**

- Ensure the senior leadership team consistently demonstrate a consideration for the well-being of all pupils, staff and visitors
- Monitor behaviour within school and implement support and procedures where necessary.
- Ensure staff are provided with high quality training regarding behaviour and have the knowledge and skills to provide support where required.

### **The Headteacher will:**

- Promote a positive, caring, honest culture in school
- Report to governors on key behaviour issues
- Seek advice from other organisations or professionals as and when necessary
- Ensure that all staff connect with the policy
- Devise and implement behaviour procedures, supported by SLT
- Ensure the policy is reviewed on an annual basis
- Ensure relevant staff have access to appropriate training

### **Staff will:**

- Create a calm, purposeful and positive atmosphere with realistic expectations
- Provide a caring and effective learning environment
- Encourage all pupils, whatever their ability, to achieve their full potential
- Encourage positive relationships based on mutual respect
- Set and expect high standards of behaviour in and out of the classroom.
- Utilise celebrations and learning opportunities
- Involve parents at an early stage when a pupil is experiencing behaviour problems
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the head teacher and outside agencies as appropriate.

### **Parents/Carers will**

- Work collaboratively with the school, so that pupil's receive consistent messages about how to behave at home and at school
- Support their child's learning and co-operation with the school as set out in the Home-School Agreement
- Ensure pupil's attend school in good health, punctually, and regularly (this involves taking holidays only out of term time except in very exceptional circumstances)
- Being realistic about their child's abilities and offering encouragement and praise
- Participate in discussions concerning their child's progress and attainments
- Ensure they contact the school to discuss matters which affect their child's happiness, health, progress and behaviour
- Allowing their child to take increasing social and personal responsibility as they progress through the school
- Accept responsibility for the conduct of their child at all times
- Support the actions of the school if they wish to use therapeutic consequences to a pupil as a result of inappropriate behaviour

### **Pupils will**

- Come to school every day, on time and in my correct uniform, bringing with me all the things I need.
- Observe the school Rainbow Rules and treat everyone in school with courtesy and respect.
- Respect other's culture, race, feelings, beliefs, sexual orientation and values.
- Try my best in all that I do and ask for help if I need it.
- Be kind and speak politely to everyone in school.
- Take good care of the building, equipment and school grounds.
- Behave in a safe way.
- Tell a member of staff if I am worried or unhappy.