

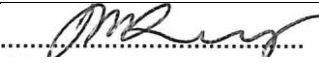



Relationships and Behaviour Policy

Review

Review Cycle	Date of Policy	Reviewed by	Review Date
Annual	March 2026	EB	October 2026

Ratification

Role	Name	Signature	Date
Chair of LGC	Joanna Deasey		04/03/2026
Principal	Ed Broyd		04/03/2026

This policy is available at <http://www.stpatricksbristol.org.uk>

St Patrick's Catholic Primary School is fully committed to compliance with the requirements of the UK General Data Protection Regulation and Data Protection Act 2018. The school will therefore aim to ensure that all employees, contractors, agents, consultants, or partners of the school who have access to any personal data held by or on behalf of the school, are fully aware of and abide by their duties and responsibilities under the Regulations.

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Mission Statement

“Learning together with God”

“God knows me and calls me by my name.” – Saint John Henry Newman

St. Patrick’s School aims to create a Catholic environment which is inspired by the life and teachings of Jesus. Following his example, we have built our school community upon the gospel values of love, equality and inclusion.

At our school, we recognise that God has a unique plan for us all and so celebrate the individual. We know that each member of our school community brings their own special gifts and talents.

We wish to provide all members of our school family with a chance to experience and respect Catholic values and put them into practice at home, in the parish and in the wider community. We also respect, understand and value those of other faiths and non and appreciate the diversity that is provided for our school community.

Commitment to equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

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1. Aims

This policy aims to:

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

2. School Mission and Vision

‘Learning together with God’

St Patrick’s Catholic Primary School is an inclusive, loving and encouraging Catholic community which is inspired by the life and teachings of Jesus and the principles of Catholic Social Teaching. We are a caring community, whose values are built on mutual trust and respect for all. We believe that all members of our school should have the opportunity to achieve their full potential in a positive, safe and supportive atmosphere.

2a. Legislation and statutory requirements

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

- Behaviour in schools: advice for headteachers and school staff 2024
- [Searching, screening and confiscation: advice for schools \(DfE 2022\)](#)
- [The Equality Act 2010 \(DfE 2014\)](#)
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- [Restrictive interventions, including use of reasonable force, in schools \(DfE 2026\)](#)
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

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

In addition, this policy is based on:

- 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 online

This policy complies with our funding agreement and articles of association.

3. Definitions

Expected behaviour (Level 1): Children’s behaviour is recognised. It is defined as:

- Listening respectfully to those around us
- Being kind
- Being fair
- Being honest
- Being responsible
- Trying our best

Unexpected behaviour (Level 2): Children are reminded about expected behaviour; behaviour expectations are reinforced. It is defined as:

- Ignoring instruction or verbal warnings
- Excluding people
- Poor attitude e.g. poor manners, refusal to complete work
- Not respecting other people and school property
- Inappropriate or rough play at breaktimes
- Unsafe behaviour in class or corridor e.g. running.
- Leaving the classroom or building without an adult

Unexpected behaviour (Level 3): Children are offered the opportunity to refocus. It is defined as:

- A continuation of level 2 behaviour without the intent to change/adapt their actions
- Making unkind comments about someone's appearance
- Causing intentional harm to someone else
- Behaviour that causes humiliation, pain, fear or intimidation
- Telling lies (e.g. to get someone in or out of trouble)

Unexpected behaviour (Level 4): Children are guided to refocus. It is defined as:

- Repeated incidents of Level 2 or 3 behaviours
- Any form of bullying e.g. physical, emotional, cyber.
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes/'up-skirting'
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Intentional vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

4. Bullying

Bullying is defined as the repetitive, intentional harming of 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
TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/bi-phobic • 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 sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

5. Roles and responsibilities

5.1 The Local Governing Committee

The Local Governing Committee (LGC) is responsible for monitoring this policy's effectiveness and holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for:

- Reviewing and approving this relationships and behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with unexpected behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all 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

5.3 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 their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

5.4 Parents and Carers

Parents and carers, should:

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

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

5.5 Pupils

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

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

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

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

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

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. The School Behaviour Curriculum

In our school, all children are expected to follow our Level 1 Expected Behaviours whilst striving to live out our Christian Gospel Values (see Appendix 1).

At the start of each academic year, expectations of behaviour will be clearly discussed with children, and their role and responsibilities made clear. Class charters fitting these expectations will be discussed between class teachers and pupils, and will be reviewed regularly (during assemblies, RE and PSHE lessons).

Children are expected to:

- > Be kind
- > Be honest
- > Be fair
- > Be responsible
- > To listen respectfully to those around us
- > To try our best

This will help them to:

- Demonstrate safe behaviour
- Show respect to members of staff and each other
- Make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept school responses to unexpected behaviour when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

The school uses Zones of Regulation to help children manage and regulate their feelings and emotions. Each class will explore these and have display for reference in the classroom.

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

6.1 Classroom Management

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

Adults are expected to:

- Create and maintain an environment that encourages pupils to be engaged
- Discuss and display the behaviour curriculum charter for their class
- Ensure that they uphold the behaviour curriculum charter at all times
- 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 expected behaviour
 - Concluding the day positively and starting the next day afresh
 - Following the 5Rs (Level 1 – 4 responses, see appendix 2) when children present unexpected behaviour
 - Using positive reinforcement
- Treat all children fairly and uphold the classroom charter consistently; all children are to be treated with respect and understanding
- Log behaviour incidents on CPOMs/Positive Handling Form, where applicable, and to inform parents if necessary
- Share concerns about ongoing unexpected behaviour with parents
- Ask other members of staff for support in the delivery of the behaviour charter if necessary
- Work alongside parents and colleagues in a supportive way to update support plans where necessary

In the playground:

- We reinforce the same high standards of behaviour
- During break times, the teachers on duty will deal with any incidents, ensuring their own safety and the safety of others
- At lunch times, supervisors (SMSAs) will reinforce the high expectations of behaviour; incidents will be reported and then dealt with by the class teacher or member of the Senior Leadership Team (SLT) as appropriate

6.2 Mobile phones/Smart watches

If your child travels to/from school without a parent/carer, they are permitted to bring their mobile phone/smart watch into school.

- Mobile phones/smart watches are given handed to their class teacher at the start of each day, where they will be kept locked away. Devices are returned to pupils at the end of the day.
- If children are found to be using their device during the day, it will be confiscated by a member of SLT and parents will be contacted to come and collect the device. It will be up to the Principal whether or not the device can be brought into school.
- Exceptions to the rules may be permitted, e.g. for medical or personal reasons. This should be discussed and agreed with the Principal prior to the device being brought into school.

7. Rewards and sanctions

We believe that, to promote positive behaviour, rewards must be timely, consistent and at the teachers' discretion. At St Patrick's, we acknowledge all the efforts and achievements of children, both in and out of school.

7.1 Responding to Expected 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 values, culture and ethos.

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

Positive behaviour could be rewarded with:

- Verbal one-to-one dialogue with pupils
- Praise written in books
- Phone calls home to parents
- House points
- 'Star of the Week' or 'Love in Action' certificate shared at Celebration Assembly
- Stickers, marbles, raffle tickets, and certificates *may* be used at teachers' discretion
- Special responsibilities/privileges e.g. Class Captain, Monitors

7.2 Responding to Unexpected Behaviour

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 unexpected behaviour.

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

De-escalation and refocusing techniques can be used to help prevent further behaviour issues arising, such as the use of prearranged scripts and phrases appropriate to the level of unexpected behaviour presented by the child – see Appendix 2.

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

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

The school may use one or more of the following strategies in response to unexpected behaviour:

- A disapproving look, appropriate body language or verbal reprimand
- Sending the child to a different learning space/class to complete work
- Removal of the child from current environment to refocus and/or re-regulate
- Expecting work to be completed at home, at break or lunchtime

- Loss of privileges (e.g. Chaplaincy Team, Play Leaders, School Council)
- School-based positive action (e.g. tidying classroom or learning space)
- Missing all or part of break or lunchtime, or 'Choosing Time' in EYFS and KS1.
- Removal of child from Breakfast and After School Clubs
- Referring the pupil to a senior member of staff
- Phone calls home to parents
- Agreeing a behaviour contract (see Appendix 3) which is monitored by staff and parents for two weeks.
- Internal Exclusion with a member of SLT
- Suspension for a short period of time (see Suspension & Permanent Exclusions Policy)
- Permanent Exclusion in the most serious of circumstances (see Suspension & Permanent Exclusions Policy)

Please note that the school reserves the right to use sanctions at their discretion in accordance to the severity of the behaviour displayed. Personal circumstances of the pupil will be taken into account when choosing a response to the unexpected behaviour, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.3 Internal exclusion

In response to serious or persistent unexpected behaviour, the school may remove the pupil from the learning space for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious response to serious unexpected behaviour. Staff will only remove pupils from the learning space once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

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

Pupils who have been removed from the learning space are supervised by a member of SLT. Pupils will not be removed from learning spaces for prolonged periods of time without the explicit agreement of the Principal.

Pupils should be reintegrated into the learning space as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the learning space and meet the expected standards of behaviour. The school will endeavour to inform parents/carers on the same day that their child is removed from the classroom.

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

- Use of support staff
- Short-term behaviour charts
- Long-term behaviour plans
- Pupil support plans
- Multi-agency assessment

7.4 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent unexpected behaviour which has not improved following in-school interventions. The decision to suspend or exclude will be made by the Principal and only as a last resort.

Please refer to our Exclusions Policy for more information. Please refer to our Suspensions & Permanent Exclusions Policy for more information.

7.5 Supporting Pupils following a response

Following a response from the school, strategies will be considered to help pupils to understand how to adapt their behaviour and meet the expectations of the school.

This could include measures like:

- Restorative dialogue between Class Teacher and the pupil
- Reintegration meetings
- Daily contact with the pastoral lead, or a pastoral support programme
- A report card with personalised behaviour goals

7.6 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

Responses for sexual harassment and violence include:

- Being sent to the Principal or SLT
- Contact with parents of all parties
- Being removed from lessons for a period of time or suspended from school

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.

7.7 Off-site behaviour

The school may respond where a pupil has behaved unexpectedly off-site when representing the school. This means the pupil is:

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

The school may respond where a pupil has behaved unexpectedly off-site at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the safe running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

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

7.8 Online behaviour

The school can respond to pupil's online behaviour when:

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

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

7.9 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 respond to the incident 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 respond to the incident 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 for dealing with allegations against staff for more information on responding to allegations of abuse against staff or other pupils.

7.10 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 Principal or a member of SLT 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 give the appropriate responses, 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.

8. Behaviour management

8.1 Reasonable Force

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

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

The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

- Is it necessary?
- Is it proportional?
- Have they considered the pupil's welfare?

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.

Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day.

8.3 Searching, Screening and Confiscation)

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

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

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

Searching a pupil

Searches will only be carried out by the Headteacher and another member of the SLT.

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

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and 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 Principal, Designated Safeguarding Lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

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

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

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

If the pupil refuses to agree to a search, the member of staff will respond appropriately in line the level of unexpected behaviour.

If they still refuse to co-operate, staff will try to determine why the pupil is refusing to cooperate.

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

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

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

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, 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 being worn over a t-shirt)
- 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
- Trays/drawers]Lockers [if ap
- Bags

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

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

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

Informing the Designated Safeguarding Lead (DSL)

If the member of SLT conducting the search was not a DSL, the staff member should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). 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 behavioural responses 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 pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

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

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

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

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The 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 advocate for pupil wellbeing at all times.

Communication and record-keeping

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 staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

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

Who will be present

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

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

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

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

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

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police

- Not be the Principal
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

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

Care after a strip search

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

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

The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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

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

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

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's unexpected behaviour 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

9. Responding to unexpected behaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

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

St Patrick's endeavours to anticipate and remove triggers of misbehaviour. Some examples of how staff may approach this include:

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

9.2 Adapting responses for pupils with SEND

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

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

If the answer to any of these questions is yes, some responses to the pupil's behaviour may be unlawful.

The school will then assess which response would be appropriate, and whether any reasonable adjustments should be made.

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

The school's special educational needs co-ordinator (SENDCo) may evaluate a pupil who exhibits consistent unexpected behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

9.4 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 issue. If appropriate, the school may request an emergency review of the EHC plan. They can be contacted using the address below:

Bristol City Council
 Special Educational Needs Department
 PO Box 3399
 Bristol BS1
 9NE

10. Pupil transition

10.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the Relationships and Behaviour Policy and the wider school culture. The school will contact any previous education settings to determine whether there are any factors that should be taken into consideration when helping the pupil manage their behaviour or when responding to their behaviour.

10.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next academic year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings so that all relevant information and successful strategies can be shared. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the end of each academic year.

When a pupil is transitioning to a new education setting (e.g. secondary school), the school will pass on any relevant information as part of the transition process.

11. Training

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

- The use of reasonable force
- The needs of the pupils at the school
- How SEND and SEMH needs can impact behaviour

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

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

The data will be analysed at regular intervals by SLT. The data will be analysed from a variety of perspectives including:

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

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


12.2 Monitoring this policy

This Relationships and Behaviour policy will be reviewed by the Principal and Local Governing Committee annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 12.1). At each review, the policy will be approved by the Principal and the Chair of Governors.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions & Permanent Exclusions Policy
- Child Protection and Safeguarding Policy
- Physical Restraint Policy
- Mobile Phone Policy
- Anti-Bullying Policy

St Patrick's Catholic Primary School - Behaviour Charter																																						
 Our School Values: Love Inclusion Peace Friendship Courage	Level 1 – Expected behaviour & Recognise	Level 2 – Reminder & Reinforce	Level 3 - Refocus	Level 4 – Guided Refocus																																		
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Appendix 2: Level 1 – 4 Responses

<u>Stage</u>	<u>What do we do?</u>	
<p><u>Level 1 - Recognise</u></p> <p><i>We recognise that behaviour is a form of communication, and we are offering support to try and understand what the child needs.</i></p>	<p><u>Proximal Praise</u></p> <p>Adults will praise children who are making positive choices which serves as a reminder of the expected behaviours for everyone.</p> <p><u>Offer support to understand</u></p> <ul style="list-style-type: none"> - Read student’s body language and behaviour - Intervene early and remove sources that may trigger escalation stage - Hear and understand their needs - Provide take-up time 	<p><u>Divert, Support and Reassure</u></p> <ul style="list-style-type: none"> - Use appropriate humour and playfulness - Distraction and diversion of attention from trigger - Open communication - Explain clearly what is happening now, and what will happen next. <p><u>Script</u></p> <ul style="list-style-type: none"> - <i>Talk and I will listen</i> - <i>How can I help you?</i> - <i>Are you okay?</i> - <i>I can see you are finding ... tricky, is there something I can do that will help?</i>
<p><u>Level 2 - Reminder</u></p> <p><i>The child will be reminded to show expected behaviour.</i></p> <p><i>The aim here is to take the initiative to keep things at this stage to prevent escalation.</i></p>	<p><u>Give a quiet reminder</u></p> <ul style="list-style-type: none"> - Provide 2 min take-up time - Reminder of expected behaviours - Deescalate and decelerate where possible <p>Praise will be given when the child is able to model the expected behaviours as a result of the reminder.</p>	<p><u>Divert, Support and Reassure, Clear limits, Boundaries and Choices</u></p> <ul style="list-style-type: none"> - As above - State desired expected behaviours clearly - Offer alternatives <p><u>Script – where possible, speak to the child discretely without others overhearing</u></p> <p>Validate how child is feeling</p> <ul style="list-style-type: none"> - <i>I/we can understand/see how you are feeling...</i> - <i>I would also feel ... if ... happened</i> <p>Set clear boundaries and expectations</p> <ul style="list-style-type: none"> - <i>I am reminding you of what you have been asked...</i> - <i>You need to follow the adult’s instruction...</i> <p>Praise child when modelling the expected behaviour</p> <ul style="list-style-type: none"> - <i>Well done for...</i> - <i>Thank you for listening...</i> - <i>That’s a good choice...</i>
<p><u>Level 2 - Reinforce</u></p>	<p><u>Reinforce the instruction</u></p> <ul style="list-style-type: none"> - Be clear with what needs to happen 	<p><u>Clear limits, Boundaries and Choices</u></p> <ul style="list-style-type: none"> - State desired expected behaviours clearly - Set clear and forceable limits





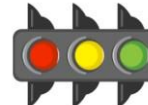
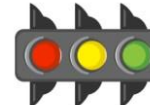
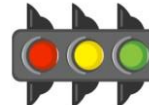
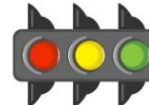

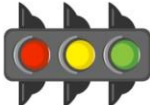
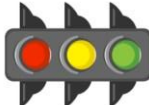
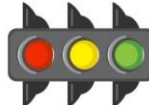
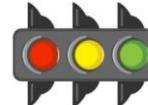
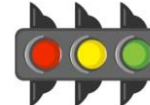

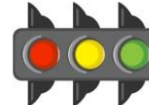

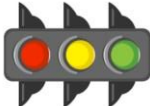
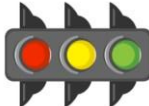
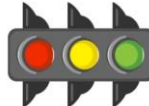
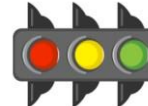
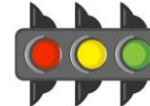
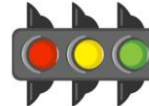
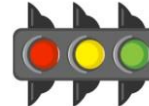

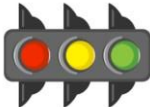
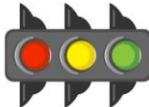

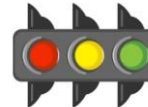
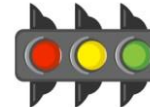



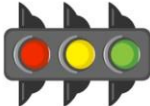
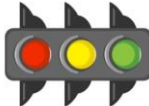

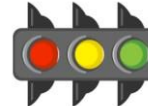
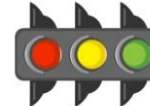
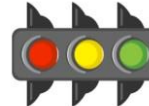
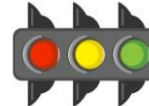

<p><i>If child still has not followed adult direction.</i></p>	<ul style="list-style-type: none"> - Walk away and provide take-up time (5 minutes) 	<ul style="list-style-type: none"> - Offer alternatives and options - Offer clear choice – this or that - Offer a clear get out with dignity <p>Script Set clear boundaries and expectations</p> <ul style="list-style-type: none"> - <i>I notice that you are ... [state their unexpected behaviour to them e.g. wandering around]</i> - <i>You have been asked to...</i> - <i>Right now, I need/would like you to ...</i> - <i>You need to follow the adult's instruction...</i> - <i>It is not okay to....</i>
	<p><u>Give two clear choices</u></p> <p>For some children, they <u>may</u> need to be given an element of control; offer two choices that result in the same outcome, but enables them to feel like they have a choice.</p>	<p><u>Script</u></p> <ul style="list-style-type: none"> - <i>You can complete the task now, or ... [offer alternative time, but make it clear it is to be completed]</i> - <i>You can choose to complete the learning with me here now, or with [suggested adult] in their room..</i> - <i>We will expect you to complete the missed learning task and this can happen during break/lunchtime/free time...</i> - <i>I will come back to you in one minute so you can tell me what you have chosen...</i>
<p><u>Level 3 - Refocus</u></p> <p><i>The child has not responded to the reminder about expected behaviour and needs time away from learning space.</i></p> <p><i>The aim is to guide them back to the learning space as quickly as possible.</i></p>	<p><u>Direct child to a refocus space</u></p> <p>Refocus will be a short time (5-10 minutes) away from the current learning space. This may be:</p> <ul style="list-style-type: none"> - A different space within the current classroom - Another classroom - Pastoral room - A previously agreed 'safe space' <p>Children may take a sensory resource if appropriate. You may need to consider using support staff or pastoral staff if the child is moving to another room.</p>	<p><u>Clear limits, Boundaries and Choices</u></p> <ul style="list-style-type: none"> - Offer alternatives and options - Remove the audience - Consider making the environment safer for the student - Consider alerting for help - Guide elbows to a safer place <p><u>Script</u></p> <ul style="list-style-type: none"> - <i>It looks like you need to calm and refocus</i> - <i>We are going to give you some space in xx to refocus...</i> - <i>Let's move to xx to help you refocus...</i> - <i>Shall we go and complete xx in the xx room</i> - <i>You can come with me to do xx in xx...</i>

	<p>After the time limit, settle child back into main classroom and learning task.</p>	
	<p><u>Give two clear choices</u></p> <p>For some children, they <u>may</u> need to be given an element of control; offer two choices that result in the same outcome, but enables them to feel like they have a choice.</p>	<p><u>Script</u></p> <ul style="list-style-type: none"> - <i>It looks like you need to calm and refocus</i> - <i>You can choose to refocus in here xx or here xx</i> - <i>Well done for making that choice..</i>
<p><u>Level 4 - Guided Refocus</u></p> <p><i>If a child does not respond to the adult's direction to move to a refocus space, a member of Senior Leadership Team (SLT) will be called to support.</i></p>	<p><u>SLT Assistance</u></p> <p>The SLT member will calmly reiterate the instruction and make it clear that the child must now refocus. The child is <u>not</u> offered a choice to remain in the current space. Instead, they are given a clear directive.</p>	<p><u>Script</u></p> <ul style="list-style-type: none"> - <i>You have been asked to move to this refocus space...</i> - <i>Shall we go and complete xx in the xx room</i> - <i>You can come with me to do xx in xx...</i> - <i>If you are not ready to that, you will need to refocus in xx's office..</i>
	<p><u>If the child does not respond to SLT's instruction to refocus:</u></p> <ul style="list-style-type: none"> - Phone call to parent/carer so that the family can reinforce School's expectations of behaviours to the child over the phone - If unsuccessful (e.g. child refuses to engage with parent/carer over the phone), the parent/carer will be asked to come into school and offer support with SLT. 	

Appendix 3: Behaviour Record

Expected behaviour 	Unexpected behaviour 	Repeated unexpected behaviour 
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Name of child: _____ Year Group: _____ Week Commencing: ____ / ____ / ____.

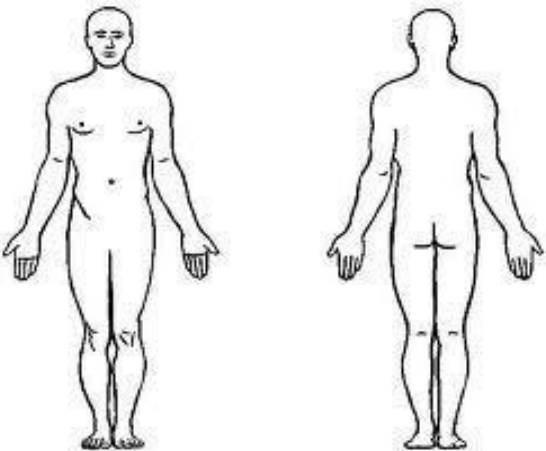
	<u>Session 1</u> 8:40 – 09:30	<u>Session 2</u> 09:30 – 10:30	<u>Break time</u>	<u>Session 3</u> 10:45 – 12:00	<u>Lunch</u>	<u>Session 4</u> 1:00 – 2:00	<u>Session 5</u> 2:00 – 3:20	<u>After School</u>
<u>Monday</u>								
<u>Tuesday</u>								
<u>Wednesday</u>								
<u>Thursday</u>								
<u>Friday</u>								

Page 21 <u>Teacher's Comments</u>	<u>Child's Comments -</u>	<u>Head Teacher's Comments -</u>
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Appendix 4: ABC Form

Date/time	A (Antecedents) Setting/task/who else was around/other	B (Behaviour) What did he actually do? Describe without interpreting. Include duration of behaviour.	C (Consequence) How did you and other adults respond? What did you and they do?	Initials

Appendix 5: Positive handling (paper form)

Date		Time
Adults involved: (Who was handling child? Who was supporting/witnessing? Who is completing sheet?)		
Events leading to incident (Where? What was happening? Who was the child with? What activity? Etc.) *be thorough.	Behaviour (What happened? Who was involved: pupils, staff?)	Response (TeamTeach technique, verbal response, action taken) <ul style="list-style-type: none"> ○ Was it proportionate? (force used – hazard) ○ Was it reasonable? (others doing my job would have done the same)
Justification <ul style="list-style-type: none"> ○ Why was it in the best interests of the child? ○ Why was positive handling necessary? (What would have happened if you didn't intervene?)		
Justification <ul style="list-style-type: none"> ○ Why was it in the best interests of the child? ○ Why was positive handling necessary? (What would have happened if you didn't intervene?)		
CODES for recording: T – transition (note this e.g. snack/home/register) AE – activity ended (which one?) PH – pulling hair P/G – pinching grabbing C – casting toys GAB – guided away flat palm on back (TeamTeach) GAH – guided away hand hold (TeamTeach) GR – grip release/uncurl fingers (TeamTeach) TTA – TeamTeach 2x adults under arms Caring C's V – verbal response (No Thank you! Stop!) D – distraction (singing, toy etc.)		
		

<p>Parents notified: Y/N</p> <p>(staff signature) _____</p> <p>(parent signature) _____</p>	<p>Added to CPOMS with above information:</p> <p>(staff signature)</p>
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