



# OUR LADY OF FATIMA

## CATHOLIC PRIMARY SCHOOL

### **Behaviour Policy and Statement of Behaviour Principals**

|                                     |                    |
|-------------------------------------|--------------------|
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## 1. Aims

In this Catholic School, we treat each other with love and respect. We instil our values in all aspects of school life to promote a happy and healthy environment. Through development of our physical and mental health, we can grow to achieve all of our God-given potential. This is core to our behaviour expectations for all staff, pupils and families within our community. In achieving this we will be able to help our children grow both academically and spiritually.

### School Mission Statement:

‘We welcome everyone into our community, to live, love, and learn together, in the light and example of Jesus Christ.’

We have an underlying focus on Mental Health across this school which supports the growth of each child. Mental Health is emotional and spiritual resilience which allows us to enjoy life and survive pain, disappointment and sadness. It is a positive sense of wellbeing and an underlying belief in our own, and others, dignity and worth.

Through our actions within school and within this policy we put our School Values at the centre of our Behaviour expectations, build with support of this Mental Health resilience. Through a combination of positive actions, focus on our physical and mental health, we aim to support each child achieve their best and develop skills for future life.

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
- Support a culture of support in regard to both the mental and physical health of pupils (and their families) within 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. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for Principals and school staff, 2016](#)
- [Behaviour in schools: advice for Principals and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Working Together to Improve School Attendance](#)
- [Generative AI: product safety expectations](#)

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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

### 3. Definitions

**Misbehaviour** is defined as:

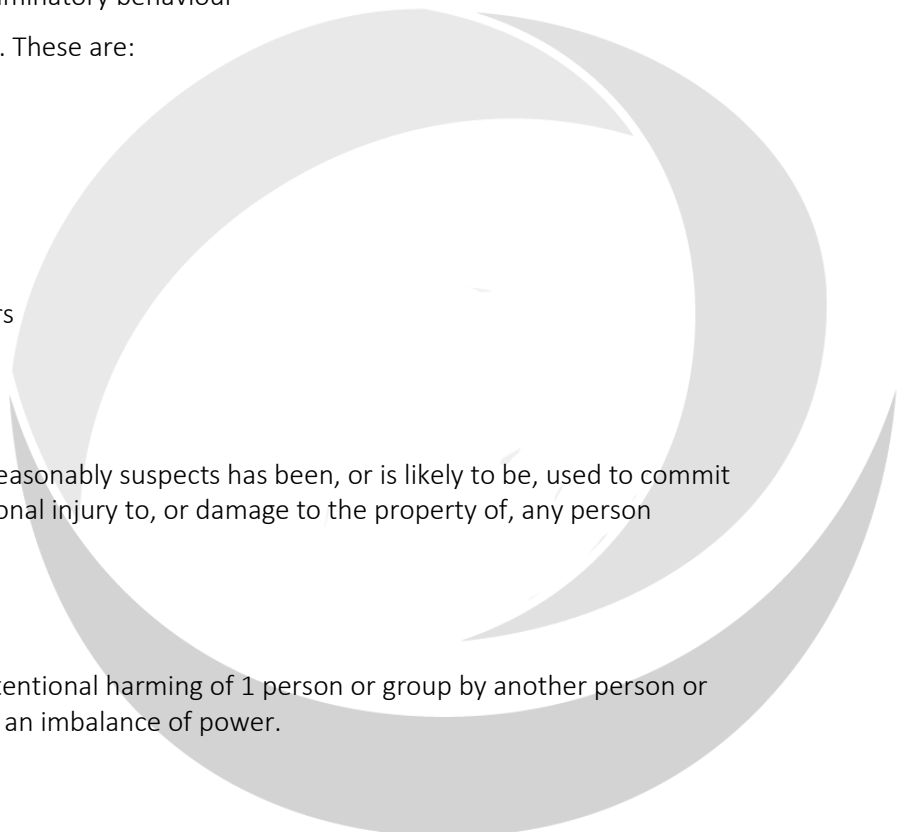
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - 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
- Vandalism
- Theft
- Fighting
- Smoking
- 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 1 person or group by another person or group, where the relationship involves an imbalance of power.



Bullying is, therefore:

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

Bullying can include:

| TYPE OF BULLYING                                                                                                                                                                                                                                | DEFINITION                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Emotional                                                                                                                                                                                                                                       | Being unfriendly, excluding, tormenting                                                                                                                                        |
| Physical                                                                                                                                                                                                                                        | Hitting, kicking, pushing, taking another's belongings, any use of violence                                                                                                    |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)                                                             |
| Sexual                                                                                                                                                                                                                                          | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching  |
| Direct or indirect verbal                                                                                                                                                                                                                       | Name-calling, sarcasm, spreading rumours, teasing                                                                                                                              |
| Cyber-bullying                                                                                                                                                                                                                                  | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites                                                                      |
| Child on Child Abuse                                                                                                                                                                                                                            | This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline |

## 5. Roles and responsibilities

### 5.1 The governing board

The Local Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Principal
- Monitoring the policy's effectiveness
- Holding the Principal to account for its implementation

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

### 5.2 The Principal

The Principal is responsible for:

- Reviewing this policy in conjunction with the Local Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### 5.3 Teachers and 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 in line with the principles of data protection law (Arbor behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### 5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour 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 the 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 behavioural standards

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

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

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

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



## 6. School behaviour curriculum

Through looking after our Mental Health we can grow to make the right choices, give the best we can and act in ways which will better the community. Throughout the curriculum we link to strong resilience of the mind and to our School Virtues which we try to live by each day.

| Mental Health Resilience                                                                                                                                                             |                                                                                                                                                                                |                                                                                                                                                                                                                                      |                                                                                                                                                 |         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Self Awareness                                                                                                                                                                       | Mindfulness                                                                                                                                                                    | Self-Care                                                                                                                                                                                                                            | Positive relationships                                                                                                                          | Purpose |
| School Virtues in our classrooms and the community                                                                                                                                   |                                                                                                                                                                                |                                                                                                                                                                                                                                      |                                                                                                                                                 |         |
| Compassionate and Loving                                                                                                                                                             | <b>Compassionate</b> towards others, near and far, especially the less fortunate; and <b>loving</b> by their just actions and forgiving words.                                 | Attentive and Discerning                                                                                                                                                                                                             | <b>Attentive</b> to their experience and to their vocation; and <b>discerning</b> about the choices they make and the effects of those choices. |         |
| Pupils are expected to share, look after and support one another in all aspects of school life                                                                                       |                                                                                                                                                                                | We ask that pupils develop their skills to enhance their calling in life in future years. We encourage all pupils to make the right choices and correct mistakes                                                                     |                                                                                                                                                 |         |
| Faith filled and Hopeful                                                                                                                                                             | <b>Faith-filled</b> in their beliefs and <b>hopeful</b> for the future.                                                                                                        | Curious and Active                                                                                                                                                                                                                   | <b>Curious</b> about everything; and <b>active</b> in their engagement with the world, changing what they can for the better.                   |         |
| We aim to inspire the pupils in all their work and that through belief and faith they have a positive impact within school and community                                             |                                                                                                                                                                                | We ask children to engage in homework to support a curious, young mind. We have a core focus on physical health to enable each child to be healthy both mentally and physically. This promote happy children and excellent behaviour |                                                                                                                                                 |         |
| Grateful and Generous                                                                                                                                                                | <b>Grateful</b> for their own gifts, for the gift of other people, and for the blessings of each day; and <b>generous</b> with their gifts, becoming men and women for others. | Learned and Wise                                                                                                                                                                                                                     | <b>Learned</b> , finding God in all things; and <b>wise</b> in the ways they use their learning for the common good.                            |         |
| Through school life and our curriculum, children will have the opportunity to showcase their skills to others, be generous in sharing these and have to confidence to support others |                                                                                                                                                                                | Through the example of Jesus, pupils will learn to walk the right path, to make the right choices, fix mistakes and share this learning with others.                                                                                 |                                                                                                                                                 |         |
| Intentional and Prophetic                                                                                                                                                            | <b>Intentional</b> in the way they live and use the resources of the earth, guided by conscience; and <b>prophetic</b> in                                                      | Eloquent and Truthful                                                                                                                                                                                                                | <b>Eloquent</b> and <b>truthful</b> in what they say of themselves, the relations                                                               |         |

|                                                                                                                                                                                                                                                | the example they set to others. |                                                                                                                   | between people, and the world. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------|
| By setting the right example to those around them the school will have excellent behaviour in which a child can fully develop their skills.<br>Excellent behaviour will enable wider opportunities within God's world outside of the classroom |                                 | We expect pupils to be truthful in their words and actions and to be eloquent in their words when mistakes occur. |                                |

As part of our duty to provide preventative education, we provide a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other, including any visitors to the school
- Use of manners is expected for all children
- In class, 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 sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Reflect on our British and Catholic Values to help support our behaviour

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 Mobile phones

- Pupils are not to bring Mobile Phones into school
- The only exception to this rule is if, under exceptional circumstances, it has been agreed with the Principal that the child is allowed a mobile phone in school or
- As part of Year 6 transition, a parent has asked for a mobile device to be brought into school to support the child making their own way home. This is done with the permission of the Principal.

No mobile phones are to be left in bags or classrooms. All mobile phones must be given in to the Main Office at the beginning of the day and collected only at the end of the school day.

### 6.2 Misinformation, disinformation and conspiracy theories

- Pupils will also be taught to recognise misinformation, disinformation and conspiracy theories online in order to prevent the spread of these.
- The school will ensure that any use of generative AI tools is risk-assessed against DfE product safety expectations and pupils will be taught about safe, responsible use of AI.

## 7. Responding to behaviour

### 7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Class / School / Online Charter
- Establish use of a Behaviour Chart, sharing expectations with all pupils
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Unexplained or persistent absence will be treated as a safeguarding concern and addressed in line with statutory guidance *Working Together to Improve School Attendance (2022, statutory from 2025)*. Where absence suggests risk of harm, the school will work with children's services.

Please refer to our child protection and safeguarding policy for more information.

### 7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and 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 will be rewarded with:

- Verbal Praise
- Communication praise to parents via a phone call or written correspondence
- Certificates, House Points, prizes or special assemblies
- Stickers, praise in assemblies, opportunities of help across the school

- Whole House, class or group rewards

## 7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

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

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class (to another class for a fixed, short time)
- A verbal reprimand and reminder of the expectations of behaviour
- Moving down on Behaviour Chart
- Setting of written tasks such as an account of their behaviour (Put it Right Sheets)
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtimes.
- Loss of privileges – for instance, the loss of a prized responsibility, place on sports team
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract / targets
- Putting a pupil on a behaviour report
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## 7.5 Reasonable force

Within this policy, "reasonable force" is a legal term falling under the broader umbrella of "restrictive interventions", which encompass both physical and non-physical measures used to control, limit, or prevent the movement of a pupil's body or part of their body.

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

- Causing disorder

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

#### **Seclusion:**

Seclusion is recognised as a non-disciplinary safety measure involving the confinement of a pupil to a safe, supervised space away from others, where their freedom to leave is restricted. This measure may only be used in exceptional circumstances to reduce immediate risk when a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent. Seclusion cannot be used as a disciplinary response, consequence, or through the threat of punishment, and the restriction must last only for as long as the immediate risk of harm remains.

#### **Restraint:**

Restraint refers to a non-disciplinary intervention that immobilizes a pupil or restricts their movement, whether through direct physical contact (such as holding a pupil's arms to their sides) or indirect actions, including the removal of mobility aids.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded comprehensively on the school's CPOMS system as soon as practicable and no later than the same day, applying to all significant incidents involving the use of force, seclusion, or non-physical restrictive interventions.
- ~~➤ Be recorded and reported to parents (Arbor behaviour log)~~

Parents or carers must be informed of any incident involving seclusion or non-physical restrictive intervention both in person and in writing as soon as practicable, and no later than the same day. If it appears that notifying the parents would create a serious safeguarding risk or result in serious harm to the pupil, the notification will be withheld, a detailed rationale recorded, and the incident reported directly to the Local Authority.

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.

### **7.6 Confiscation, searches, screening**

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, if appropriate.

#### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves.

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

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

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

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is 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 can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Principal to try and determine why the pupil is refusing to comply.

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 from 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, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

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

- Desks
- Lockers
- 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)**

The staff member who carried out the search 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**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if 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, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if 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, 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 the role of the appropriate adult).

The pupil's parents 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, entitlement 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).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, 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.

### **7.7 Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

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

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

### **7.8 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

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

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

### **7.9 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 will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

### **7.11 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will

consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

### 7.12 Alternative Provision

Where a pupil is placed in Alternative Provision (AP), the school will:

- Obtain **written confirmation** from the AP provider that all safeguarding checks have been carried out.
- Require AP providers to inform the school of any safeguarding risks or changes in staffing arrangements.
- Conduct a **half-termly review** of the placement to monitor safety, attendance, and suitability.
- Ensure parents/carers remain engaged throughout the placement.

## 8. Serious sanctions

### 8.1 Detention

Pupils can be issued with detentions during break times.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

### 8.2 Removal from classrooms

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

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

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

- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by staff in that child's partner class and will be removed for a maximum of 15 minutes.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Principal.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed 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 teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log in line with the principles of data protection law.

### 8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and 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.

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

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

- Taking reasonable steps to avoid 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. Approaches may include:

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

Where a pupil has an identified, foreseeable risk of requiring restrictive intervention, staff must actively work alongside the pupil and their parents to co-produce an individual risk assessment and a structured behaviour support plan. These plans must be reviewed periodically and must explicitly detail the specific, agreed-upon circumstances where staff are permitted to have increased physical contact or employ adapted methods to meet the pupil's needs safely.

## **9.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction 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, it may be unlawful for the school to sanction the pupil for the behaviour.

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

## **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

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

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

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

## **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.

## 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 behaviour policy and the wider school culture.

### 10.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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 start of the term or year.

## 11. Training

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

- The proper use of restraint (TeamTeach)
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Recognising and responding to misinformation, disinformation and conspiracy theories
- Risks associated with AI tools
- Updates on safeguarding expectations for attendance and alternative provision

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 every half term by the Vice Principal.

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 behaviour policy will be reviewed by the Principal and the Local Governing Body at least 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.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Local Governing Body annually.

## 13. Links with other policies

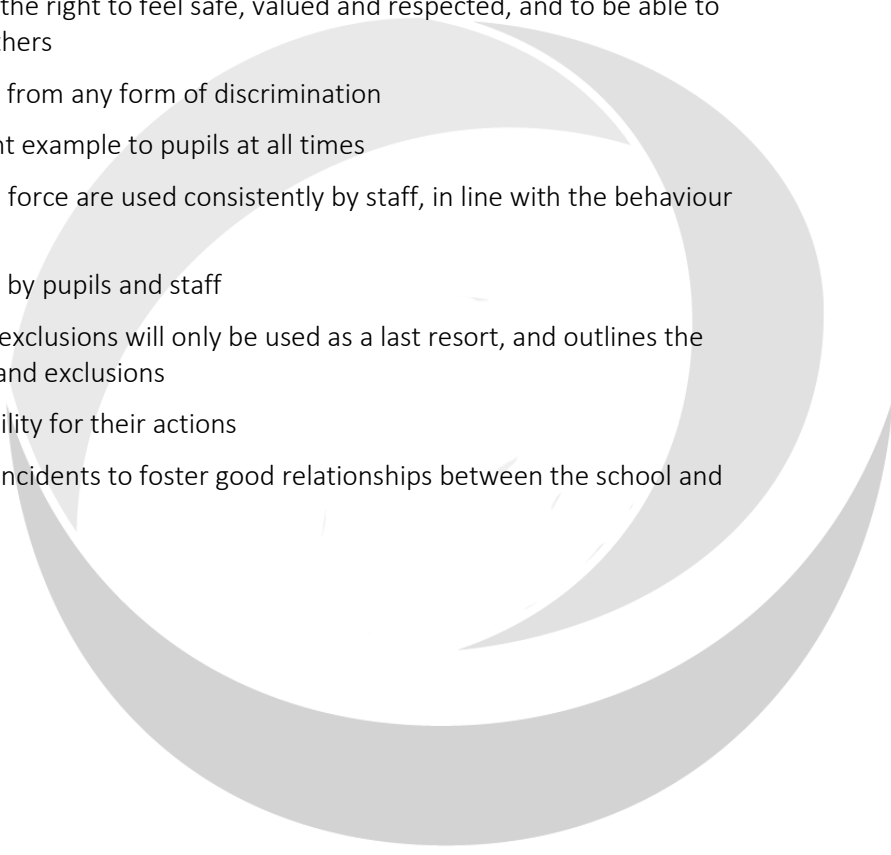
This behaviour policy is linked to the following policies

- Suspension and Permanent Exclusions Policy
- Attendance Policy
- Emmaus Online Safety Policy
- Child protection and Safeguarding policy
- Restrictive Interventions and Use of Reasonable Force Policy

## 14. Roles and Responsibilities

The school will work with the Virtual School Head (VSH) to promote the educational achievement of children with a social worker, children looked after and children in kinship care.

### Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
  - All pupils, staff and visitors are free from any form of discrimination
  - Staff and volunteers set an excellent example to pupils at all times
  - Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
  - The behaviour policy is understood by pupils and staff
  - The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
  - Pupils are helped to take responsibility for their actions
  - Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- 

## Whole School Behaviour Charter

We want our school to be a safe and happy place for everyone.

We all have the responsibility to **always**:

- Listen and **respect** everyone in our school community.
  - Listen in class to whoever is talking
  - Look after our school building, playgrounds and God's world
  - Respect all cultures, religions and beliefs
- Treat everyone with **kindness**, and to support one another.
  - Being helpful and kind
  - Include everyone
  - Smile!
- Be **determined** in everything we do.
  - Try your very best
  - Encourage others
  - Never give up!
- Use our **manners**, and to be polite.
  - Say please and thank you
  - Hold the doors open for others

- Talk calmly move sensibly and listen to each other
- Live like Jesus!

Created by the School Council

### Whole School Online Charter

When online we want everyone to be safe, aware and happy.

We all have the responsibility to **always**:

- Be **kind** online!
  - Speak and treat others as you would want to be treated
  - Speak to each other online with the same respect as if you were speaking in person
- **Never share** any personal information online
- If you are **unsure or feel uncomfortable** about something you have seen, talk to a trusted adult
- Only go on websites and play games which have been **approved** by an adult or that are age appropriate
- If you receive a mean message: **Screenshot, Block, Report**

Created by the Computer Champions

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Local Governing Body annually.

### **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.

This Behaviour Policy has been approved and adopted by Our Lady of Fatima Catholic Primary School on 08.10.25 and will be reviewed in 09.2026.

Signed by the Chair of the Local Governing Body for Our Lady of Fatima Catholic Primary School

Mr Matthew Higgins

Signed by the Principal for Our Lady of Fatima Catholic Primary School:

Mr John-Paul Shanahan

