



OUR LADY OF LOURDES

CATHOLIC MULTI-ACADEMY TRUST

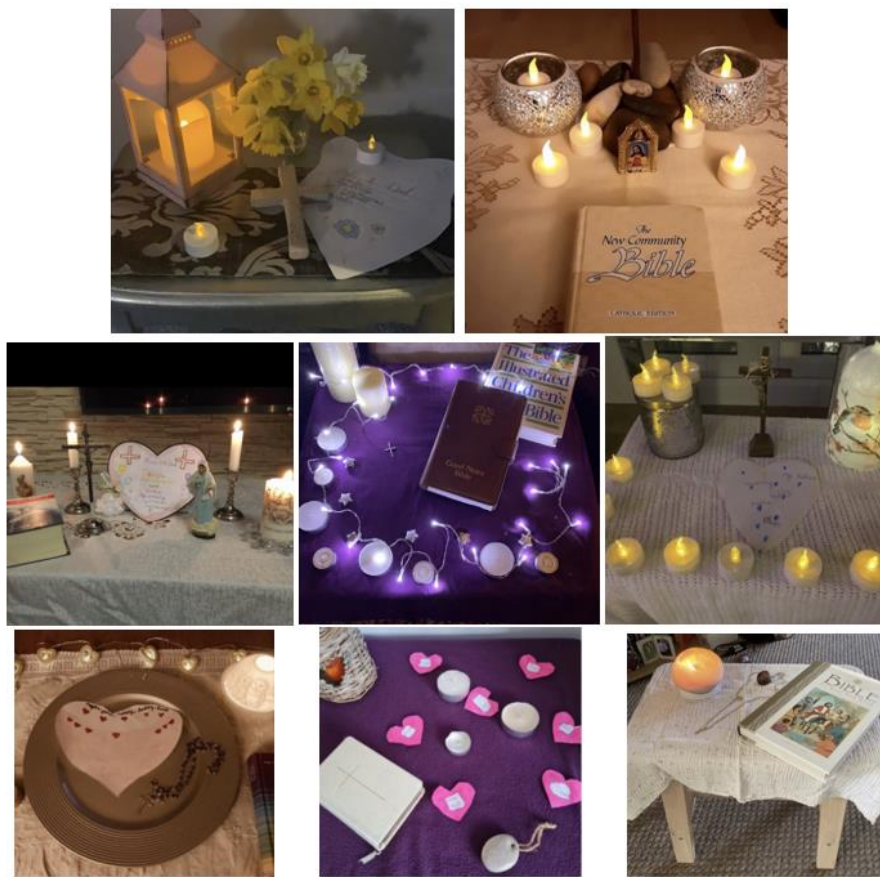
Behaviour Policy



Holy Cross Primary Catholic
Voluntary Academy



**“I give you a new commandment, love one another; just as I have loved you.”
(John 13:34)**



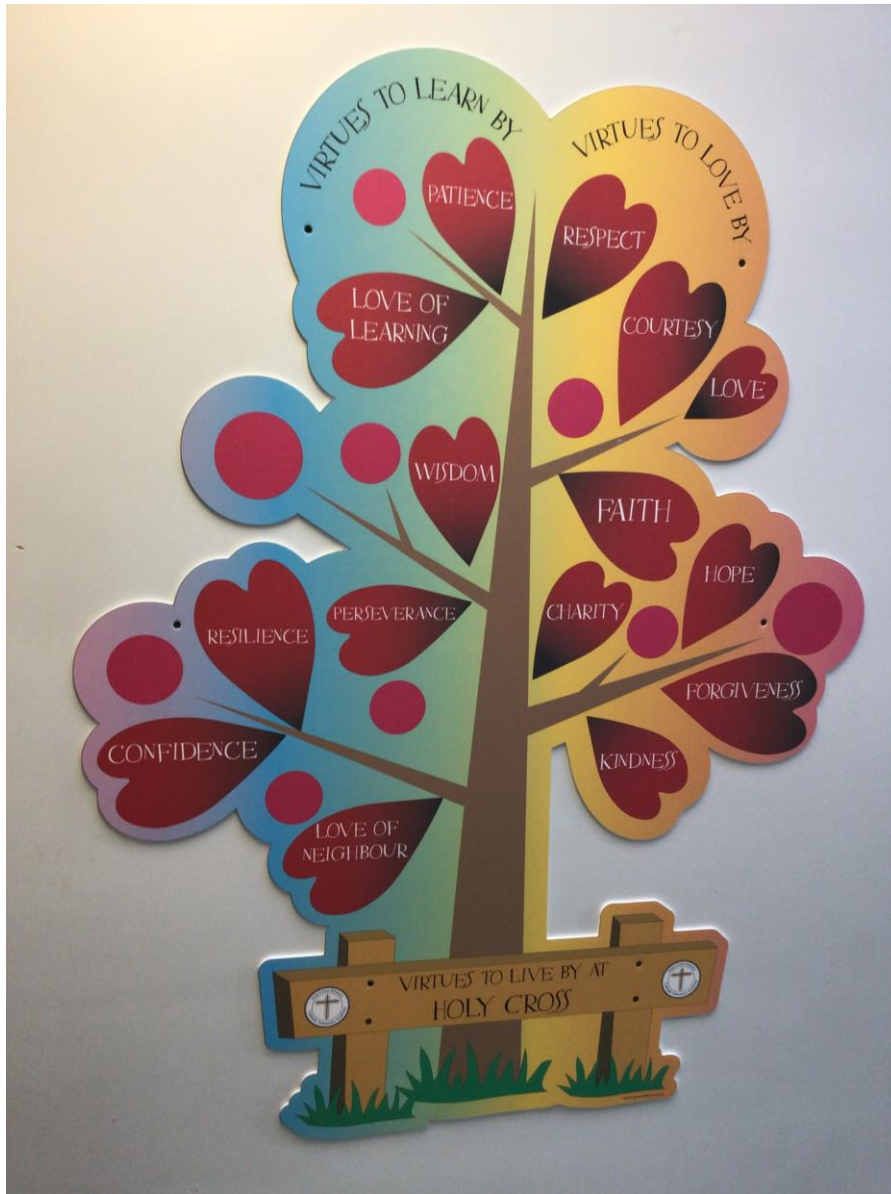
The **Gospel values** are taken from Luke's Gospel and explicitly taught at Holy Cross which include:

- Love
- Compassion
- Forgiveness
- Hope
- Preferential option for the lost and least
- Justice
- Humility
- Integrity
- Simplicity
- Non-violence

Catholic Virtues

Our values will then influence our culture which is created by the actions of our school community. Virtues are positive patterns of behaviour intended to respect God, ourselves and our brothers and sisters. Therefore, our children learn about the Theological and Cardinal virtues and how to develop the positive patterns of behaviour required to live Christian and virtuous lives. The intention is to create a distinctively Catholic place of educational and spiritual development where a virtuous culture is focused on our Gospel values and on Christ being at the centre.

We have implemented '**Virtues to Learn by**' and '**Virtues to Love by**' as part of *Virtues to Live by*.



Our Lady of Lourdes Mission Statement:

We are a partnership of Catholic schools.

Our aim is to provide the very best Catholic education for all in our community and so improve life chances through spiritual, academic and social development.

By placing the person and teachings of Jesus Christ at the centre of all that we do, we will:

- Follow the example of Our Lady of Lourdes by nurturing everyone in a spirit of compassion, service and healing
- Work together so that we can all achieve our full potential, deepen our faith and realise our God-given talents
- Make the world a better place, especially for the most vulnerable in our society, by doing **'little things with great love'** St Thérèse of Lisieux

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Evidence Sources used in the formulation of the Behaviour Policy:

- *Christ at the Centre: A Summary of Why the Church Provides Catholic Schools, Bishop Marcus Stock (2005)*
- *Creating a Culture: How School Leaders Can Optimise Behaviour, Tom Bennett (2017)*
- *Teach Like a Champion, Doug Lemov (2015)*
- *Improving Behaviour in Schools, The Education Endowment Foundation (2019)*
- *When the Adults Change, Everything Changes, Paul Dix (2017)*

1 Aims

- 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

Mission Statement

Loved

We love one another as Jesus taught us - our friends, our families and those who we may never meet.

Valued

We value everyone - everyone is important; pupils, staff, parents, governors and members of the community– no matter their race, religion ability or need. We try to live like Jesus taught us.

Challenged

We challenge each other - not only with our learning but challenge each other to be more merciful to others, have a little more understanding of others' needs and challenge each other to be better people

Aim of Policy

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

The school has a number of core rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

2 Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [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 gives schools the authority to confiscate pupils' property.
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

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

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 such as 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/banned items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images/materials
- 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

We also have a separate pupil's version of the anti-bullying policy. This is reviewed annually by the School Council pupils and shared with the whole school during an assembly in anti-bullying week.

A copy of this policy can be found on the school website:

<https://www.holycrossschoolhucknall.com/wp-content/uploads/sites/10/2023/12/Anti-bullying-Policy-Child-Friendly-1.pdf>

**Bullying can include:
This is not an exhaustive list.**

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"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality). Any form of coercive or controlling behaviour.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

5 Roles and responsibilities

5.1 The Trust Board

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

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

5.2 The Local Governing Body

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

5.3 The Headteacher

The Headteacher is responsible for:

- Implementing the behaviour policy
- Ensuring that all stakeholders understand the behavioural expectations and the importance of maintaining them
- Ensure a culture of positive behaviour with all stakeholders
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- 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)
- Ensure that the behaviour policy is uploaded to the website

5.4 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Communicating with parents in a timely, sensitive and professional manner
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Teaching pupils the 'Virtues to Live by' and positively promoting these to be lived out through leading by example
- Modelling expected behaviour and positive relationships
- Making reasonable adjustments as required in conjunction with the SENDco
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related

behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

- Collaborating with the SENDCO, headteacher and Local Governing body, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Coordinating with the SENDCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CAHMS), to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers or alternative providers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.

The SENDCO is responsible for:

- Collaborating with the headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

5.5 Parent and carers

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

Any in year updates will be uploaded to the website and changes communicated to parents.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and support it at home
- 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)
- Work in partnership with the school

- Take part in the life of the school and its culture

5.6 Pupils

- 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 educated about the Holy Cross Way through explicit teaching of *Virtues to Live By*.
- 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.
- Support and induction will be provided for pupils who join during the school year.

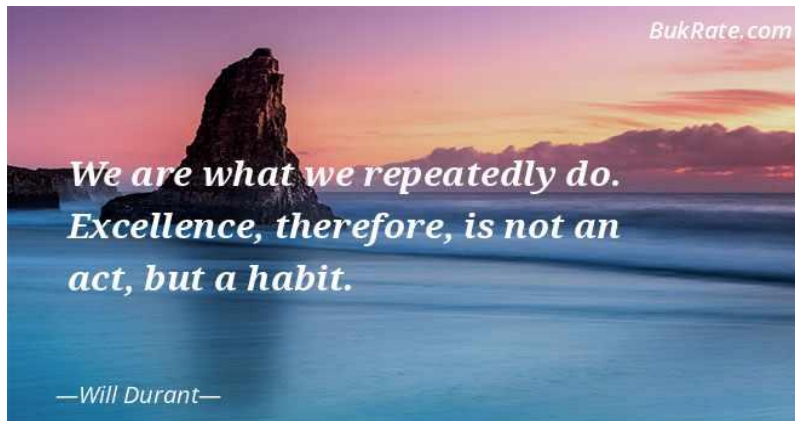
Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- The Holy Cross Way
- 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 standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

6 School behaviour curriculum

Introduction

At Holy Cross, we will develop our children's Character Education through the '**Holy Cross Way**' **B**ehaviour and **E**xpectations (**BE**) curriculum. In order to build character, we define the behaviours and habits that we expect our children to demonstrate through living out the *Virtues to Live By*. We want to support, develop and nurture our children to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as our children practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.



Teaching the Behaviour and Expectations Curriculum

The Behaviour and Expectations ('BE') curriculum is taught explicitly during the first week in Advent 1 term, alongside the National Curriculum subjects. All children should learn the content of the 'BE' curriculum so that they can recall the information and act upon it. At the start of each half term, the 'Holy Cross Way' BE curriculum is revisited with pupils and will continue to be reinforced throughout the year.

As with other curriculum content, this should be taught using explicit teaching based on the Principles of Instruction (*Rosenshine*) including regular quizzing to check and strengthen retention.

All staff will explicitly teach, demonstrate and strengthen these principles related to the BE curriculum. This will include a lining up order that will be practised in the classroom, but will be reinforced in different locations and times throughout the school day. It is expected that all pupils know this content.

We do not have class charters or individual class rules. All classes have the same three core 'BE's and pupils know to show STAR listening, STEPS manners and Wonderful Walking.

Pupils with Special Educational Needs and Disabilities (SEND)

The BE curriculum is for all pupils to aim to achieve. However, it will be applied differently in different year groups depending on pupils' age and individual educational needs. For example, pupils who display autistic spectrum conditions (diagnosed or undiagnosed) may find it very uncomfortable to maintain eye-contact with adults or frequently display 'wonderful walking'. Therefore, sensitivity must be applied at all times by all staff when reinforcing the BE curriculum.

'BE' Curriculum Content

All pupils are expected to know there are three core 'BE's:

- 1. Be Respectful**
- 2. Be Responsible**
- 3. Be Ready to learn**

All pupils will know the following examples of the three core 'BE's:

Be Respectful	Be Responsible	Be Ready to learn
<ul style="list-style-type: none"> ➤ Always use your 'STEPS' manners ➤ Hold doors open for adults ➤ Talk kindly to those around you ➤ Say Good morning/afternoon to adults 	<ul style="list-style-type: none"> ➤ Remember to show 'Loved, Valued and Challenged' at all times ➤ Complete homework on time ➤ Tidy up your own workspace and look after the resources in your classroom ➤ Accept responsibility if you make a mistake and say sorry 	<ul style="list-style-type: none"> ➤ Always show 'STAR' listening ➤ Give the adult who is speaking 100% of your attention (Track the speaker) ➤ Always put your best effort in to completing your task ➤ Be in the right place at the right time

6.1 Mobile phones

Pupils are not permitted to bring a mobile phone to school until they reach the start of the final term of Year 6. When pupils start the final term of Year 6, they are allowed to walk home from school, following signed permission from the parent/carer. This is when pupils are allowed to bring a mobile phone to school.

When bringing the mobile phone to school, these must be placed in the class zip wallet and these are taken to the school office. They are locked away in the office until the end of the day.

The phones are collected by the pupils as they leave the classroom at hometime.

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

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

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

School Disco

Mobile phones are not permitted at the school discos. Any pupil who brings a phone with them will have it confiscated until the end of the disco when it will be returned to them.

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 **Holy Cross Way** and **Virtues to Live By** in the classroom

- 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.

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

<https://www.holycrossschoolhucknall.com/wp-content/uploads/sites/10/2023/09/HHC-Safeguarding-policy-Jan-2024-update.pdf>

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 Catholic 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:

Stickers

Certificates

Reward time

Class celebrations

Phone calls and dojo messages home

Extra breaktime (Class reward)

Weekly awards in Achievement assembly

End of Year awards

Achievement Assembly

During Achievement Assembly, we celebrate the following achievements each week:

- Two children selected for certificates for displaying the Virtue to Learn by and the Virtue to Love by
- One child selected for either *STAR listening* or *STEPS manners* (alternates each week).
- Curriculum leader(s) share their learning during the week linked to the curriculum themes

- The Headteacher may give a special mention to a child/children
- Teachers may select a 'Heart which sees' award
- Each teacher will name children they have spotted for 'Wonderful walking' consistently that week and dojo points are awarded
- Children can choose to bring awards from home to share with the class
- Bishop Patrick's Diocesan themes – Encounter, Discipleship and Missionary Discipleship

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

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

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:
(See Appendix 1 for examples and colour code)

- A verbal reprimand and reminder of the expectations of behaviour
- A reminder of the expectations but explain why they are moving to written warning
- A Red Reflection – missing break or lunchtime
- Expecting work to be completed at home, or at break or lunchtime if not completed during the lesson
- Loss of privileges – for instance, the loss of a prized responsibility or representing the school at a sporting event or attending a school trip
- School-based community service, such as tidying a classroom, picking up litter
- Referring the pupil to a senior member of staff
- Sending the pupil out of the class (Internal isolation)
- Dojo message or phone call home to parents/carers
- Removal of the pupil from the classroom if there are threatening or dangerous behaviours
- Internal Suspension
- Suspension
- Permanent exclusion, in the most serious of circumstances

Please note, that the consequence will depend on the context and the individual needs of the child.

If a child moves to red, they go back to green once they have completed their consequence (within the same day.)

Children go back to green after lunchtime for the afternoon session, as they should have completed their consequence if they received a red reflection before lunchtime.

Red reflection sheets will be introduced from Year 3.

If any children are placed on Red from EYFS to Year 2, they will work through the restorative reflection cards with an adult at either playtime or lunchtime, depending when they are having their consequence times.

The restorative reflection cards will also be used for children in Key Stage Two who have Special Education Needs, including trauma needs, and where the Red Reflection sheet causes additional distress.

Class Dojo will also include a reporting feature for parents to inform them of when their child has moved to Yellow (verbal warning), Amber (written warning) or Red reflection. Each will be for 0 points so that dojo points are not removed for negative behaviour.

Appendix 1 Colour coded behaviour chart will be up visual A3 on the board. A second version to be stuck on the teacher's desk. This is to allow the teacher / TA to keep a visual record of which children are on which warning stages. This will be laminated so that the adult can write names with the white board pen.

7.5 Reasonable force

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

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

Incidents of reasonable force must:

- ***Always be used as a last resort***
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported on CPOMs and school must inform parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Ensure you contact your DPS team for advice and support.

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.

7.6.1 Searching a pupil

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

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

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff
- Parents must be informed immediately (see 7.6.4 for further detail)

When an authorised member of staff conducts a search without a witness, they should immediately report this to the Headteacher or Deputy Headteacher, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, 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. This must be out of sight and away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk

- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. The member of staff will then contact the Headteacher or Deputy Headteacher to try to determine why the pupil is refusing to comply.

If a student is suspected of having an offensive weapon or suspected of being involved in criminal activity the police must be called. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

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

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

‘Outer clothing’ includes:

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

7.6.2 Searching pupils’ possessions

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

- Desks
- Bags
- Trays

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed 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.

7.6.3 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay and record all searches within CPOMs:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed 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 on CPOMs.

7.6.4 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 sanctions that have been applied to their child

7.6.5 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.

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

7.6.6 Strip searches

The [Police and Criminal Evidence Act 1984 \(PACE\) codes of practice - GOV.UK \(www.gov.uk\)](http://www.gov.uk) states that strip searches on school premises should only be carried out by police officers.

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

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

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

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

7.6.7 Communication and record-keeping

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

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

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

7.6.8 Who will be present

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

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

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

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

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
- Be a member of the SLT.
- **Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex or if there is not a member of the same sex in school.**

The search will not be carried out anywhere where the pupil could be seen by anyone else.

7.6.9 Care after a strip search

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

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

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched previously 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

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
 - **This could be within school or out of schools hours.**
- 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

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 and contact their link DPS.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or Deputy Headteacher will make the report.

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

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

All elements will be recorded on CPOMs.

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

8 Serious sanctions

8.1 Removal from classrooms (Internal isolation)

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. This education will be 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 a member of staff, and will be removed for a maximum of five days.

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

Pupils should be reintegrated into the classroom as soon as it is 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/carers 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:

- Meetings with SENDCo
- Use of teaching assistants
- Long-term behaviour plans
- Multi-agency assessment
- Alternative Provision

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

8.2 Internal Suspension

As part of a whole school approach to behaviour and attendance, internal suspension usually offers immediate, short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted. Any period of internal suspension should be for the shortest time possible. It is good practice to ensure there is a clear and shared understanding between all staff, children and young people, parents and carers about this policy and practice involved in internal suspension.

Parents and carers will be notified in advance of an internal suspension.

8.3 Suspension and permanent exclusion

Headteacher must inform the DPS team in the event of a Permanent Exclusion.

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 Headteacher and only as a last resort.

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

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

<https://www.holycrossschoolhucknall.com/wp-content/uploads/sites/10/2024/03/Suspension-and-Exclusion-Policy.pdf>

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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Anticipated adapted strategies might 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, ADHD and trauma.
- Use of separation spaces (sensory room or WIN rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether 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 (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

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 matter. If appropriate, the school may request an emergency review of the EHC plan.

10 Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. This will include a re-integration meeting or conversation with parents/carers.

11 Pupil transition

11.1 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. This will include support provided by the school ELSAs.

11.2 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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12 Training

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

- De-escalation strategies
- Trauma-informed training linked to behaviour
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13 Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions

- Use of Alternative Provision and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys).

The data will be analysed every term by Headteacher and Deputy Headteacher.

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 them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and 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 13.1). At each review, the policy will be approved by the Local Governing Body.

14 Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Exclusion policy
- Alternative Provision Policy
- Child protection and safeguarding policy
- Physical restraint policy

Appendices

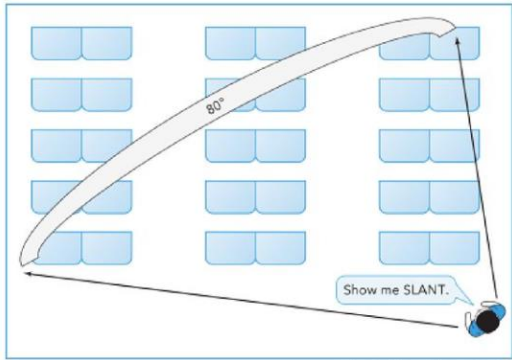
Appendix 1 - Classifying Behaviour

Behaviour can be classified into four categories: Desirable, Disruptive, Difficult and Dangerous.

Examples of Green Behaviour:	Staff members responsible for feedback:
Going <i>above and beyond</i> expectations Showing Loved Showing Valued Relishing Challenge Virtues to Learn by Virtues to Live by STAR listening Being kind Looking after the school environment Using Wonderful Walking STEPS manners	All staff (All children start everyday on Green.)
Examples of Yellow Behaviour	Staff members responsible for feedback:
Minor misbehaviour in corridors or around school (running, wrong side etc.) Untidy written work (due to lack of effort, not need) Shouting out in class Swinging on their chair Disengagement in class/worship/assembly Distracting others Negatively impacting on the learning of other pupils Talking in class Failure to follow instructions Entering the school building needlessly at break/lunchtime Showing a lack of care for school property Not respecting other pupils' personal space Touching or pushing one another when lining up Rude or disrespectful behaviour – using unkind words	Class teachers, Teaching Assistants, Learning Support Assistants and Lunchtime Supervisors (Verbal warning – given once. If repeated a second time, move to Amber.)
Examples of Amber Behaviour:	Staff members responsible for feedback:
Persistent disruptive behaviour (see above) Refusal to complete tasks set Kicking out (not directly at a person) Throwing objects (not directly at a person) Hitting out (not directly at a person) Damaging school property intentionally Non-aggressive swearing Being dishonest	Class teachers, Teaching Assistants, Learning Support Assistants, Lunchtime Supervisors and Deputy Headteacher (Written warning – miss 5 minutes of break) (If repeated a third time, move to Red.)
Examples of Red Behaviour:	Staff members responsible for feedback:
Persistent difficult behaviour (see above) Stealing Spitting (on the floor or at others) Targeted hitting, pinching or kicking Throwing objects at a person Running out of class/away in public places Damaging or destroying school property Racist, homophobic or prejudicial language Aggressive swearing (directed at another person)	Headteacher or Deputy Headteacher (Complete Red Reflection form or Restorative reflection cards during the missed break or lunchtime.) (Once the Amber or Red reflection has been completed, move the name back to Green.)

Appendix 2

Behaviour Management Strategies

Strategy	Explanation
Meet and Greet	Teachers Meet and Greet the pupils on the playground, after morning break time and after lunch. The children in KS2 will say the Thank you prayer together before silently walking back in to school.
“Do Now” activity	Use a short warm-up activity at the start of each day which children can complete without instruction or direction. This enables the learning to start before teaching begins.
“Review Now” follow-up	Briefly recap the answers of the “Do Now” together as a class.
STAR	Teach the pupils key baseline behaviours which help them to concentrate, focus and learn by using acronym STAR: <ul style="list-style-type: none"> • Sit up straight • Track the speaker • Ask and Answer Questions • Respect those around you
Engineer Efficiency	Teach pupils the simplest and fastest procedure for executing key classroom tasks, then practice so that executing that procedure becomes a routine.
Pastores Perch	Prevent non-productive behaviour by developing the ability to see it when it happens and subtly reminding students that you are looking. Position yourself in the corner of the classroom so that you now able to see all learners simultaneously 
Be Seen Looking	Show that you are monitoring the class closely by titling your head, scanning the room from left to right. Take a couple of minutes at the start of each lesson, once the children begin an activity, to show the students you are looking at them and that you care that they do what you have asked.
Least Invasive Intervention	Maximise teaching time and minimise confrontation by using the subtlest and least invasive tactic possible to correct off-task pupils. All teachers pre-empt any off-task behaviour in lessons, so that 100% of pupils are on task for every task in every lesson. Teachers insist on one voice in the classroom for instructions, explanations and discussions. Teachers swiftly use the pre-emptive reminders to correct off-task behaviours: <ol style="list-style-type: none"> 1. Silent non-verbal: hand signal, eye contact, facial expression, shake head, sharp pause or clicking. 2. Unnamed: ‘We’re tracking. Just waiting for 100%. We need one person ... and 100%.’

	3. Verbal named reminder: "I notice that you are shouting out, _____. You are breaking our school rule of being respectful. Please raise your hand and wait to be chosen, as this is being respectful. Thank you."
Cold Calling	Call on students to give verbal responses regardless of whether they have raised their hands. This ensures a high participation ratio, causing all pupils to be engaged and ready to answer. It also enables the teacher to assess all pupils and not just those who have raised their hand. Embed this technique in advance to ensure pupils know that your classroom has a culture of engaged accountability and that the Cold Call is always a possibility. Keep all Cold Call's positive.
No Opt Out	Turn 'I don't' Know' into success by ensuring that pupils who won't try or can't answer practice getting it right. Format 1: The teacher provides the answer, the pupil repeats the answer Format 2: Another student provides the answer, the initial student repeats the answer Format 3: The teacher provides a cue, the pupil uses the cue to find the answer Format 4: Another pupil provides the cue, the initial pupil uses the cue to find the answer
Right is Right	When responding to answers in class, hold out for answers that are 'all-the-way-right'. Probe and encourage until the question posed have been answer in full and well. Eg. "Can you explain what you mean in more detail?" "Can you develop your answer further?"
Stretch It	Reward right answers with harder questions. In addition to posing a challenge to a successful pupil, Stretch It can help you ensure the reliability of the correct answers when you make your follow-up question a "how" or "why" question. With consistency of application, Stretch It can help build a culture where pupils want, expect and relish a challenge, embracing a growth mindset.
Format matters	When responding to answers in class pupils should speak in full sentences that are grammatically correct and ensure all other pupils can hear them. (SHAPE - sentences, hands away from face, articulate, projection, eye contact)
Warm/Strict	Be both warm and strict at the same time to send a message of high expectations, care and respect. It is possible to be clear, consistent and firm while being positive, enthusiastic and thoughtful. This sends the message that having high expectations is part of caring for and respecting someone. This can be achieved by: <ul style="list-style-type: none"> • Explaining to students why you're doing what you are doing • Distinguishing between behaviour and people • Demonstrate that consequences are temporary • Warm non-verbal behaviour

Appendix 3 - Reflection sheets

Key Stage Two



Reflections

Name _____
Date _____

Consequences of My Behaviour

Reasons for My Behaviour

Description of My Behaviour

How do I feel?

How has my behaviour affected others?

Other Consequence(s)

Next time I will _____

Student _____
Teacher _____
Parent _____