St Ralph Sherwin
Catholic Multi Academy Trust



Behaviour Policy
(including anti-bullying policy statement)

Version 3
September 2026

One of three Catholic Multi Academy Trusts in the Diocese of Nottingham

Document Provenance

Title of policy:	Behaviour Policy (including anti-bullying policy statement)
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Document review and editorial updates:		
Version control	**Date**	**Key revisions included**
1	March 2024	This is a new Trust-wide policy for all CMAT schools aligning with national guidance and best practice in regard to embedding a consistent and positive behaviour culture across the CMAT.
2	July 2025	Assault on staff members and pupils added to Section 6.3
3.	Nov 2025	Taken out about Detention.
4.	Nov 2025	Add the paragraph from the Acceptable Use regarding school policy for mobile phones.
5.	Nov 2025	Dinnertime – children put their hand up to ask to leave the table.
6.	Nov 2025	Classroom routines – introduction of 'wonderful walking' around school.
7.	Nov 2025	Classroom routines – staff will count down from 3 (stop what you're doing and stop talking) 2, (put everything down, including your hands), 1 – (show your self-awareness)

8.	Nov 2025	Classroom routines – toilet – with no more than two per class using the toilet at a time.
9.	Nov 2025	Move 'Group work' under 'Classroom routine'.
10.	Nov 2025	Add in 'Moving around school' as wonderful walking.
11.	Nov 2025	'Speaking in class' – adapt to SPEAK acronym.
12.	Nov 2025	'Visitors' – add in about wearing a visitor sticker.
13.	Nov 2025	Page 25 'Parent informed of a neutral Dojo.'
14.	Sept 2026	Minor editing corrections through document
15.	Sept 2026	Page 20 Added the link between Character Behaviours and Virtues.
16.	Sept 2026	Page 23 Included Wonderful Walking element and added the STEPS acronym for manners.
17.	Sept 2026	Page 24 Inserted the SPEAK acronym accurately.

'So always treat others as you would like them to treat you; that is the meaning of the Law of the Prophets.' Matthew 7:12

St Ralph Sherwin Catholic Multi Academy Trust Vision

Schools within the St Ralph Sherwin Catholic Multi Academy Trust ensure that each child is treated individually and with respect. We lead by the example of our namesake, Saint Ralph Sherwin, a martyr who risked all for his faith, seeking to do the Lord's will "today rather than tomorrow". All schools within the Saint Ralph Sherwin Catholic Multi Academy Trust share the same collective vision:

Vision

We are a Catholic family of schools, working as one. We aim to ensure:

- The best possible education for every child.
- To provide Catholic formation which inspires all of us to live a life of service modelled on the Gospels.
- To continue to build sustainable and caring communities in which the most vulnerable can flourish.
- To recognise that every member of our community has a vital role to play.

Our Mission

'Growing in faith, serving with love, transforming our world; together in Christ'.

Our Core Virtues

All schools within the St Ralph Sherwin Catholic Multi Academy Trust, and members of our Central Team are guided by three core virtues which underpin everything that we do:

- Trust
- Togetherness
- Kindness

The Trust's Behaviour Policy has its foundations in the teachings of Jesus Christ and the Trust's core mission of growing in faith and serving with love. To that end every school is committed to a culture of celebrating behaviours that foster respect, kindness, community and achieving our full potential. Where behaviours fall below expectation a proportionate and empathetic graduated response will be implemented which encourages an individual to reflect on their actions and the impact those actions have had on others.

1. Introduction and Purpose

1.1. This policy sets out our Trust-wide approach to building and maintaining a culture which celebrates behaviours that reflect our Catholic values whilst addressing, in a consistent and empathetic way, behaviours that have negative consequences or risk harm to others or, an individual, themselves.

1.2. Every school community is unique and as such parts of this policy have been tailored to meet the individual needs of each school community.

2. Scope

2.1. This policy applies to all pupils and students. All staff and visitors are also expected to model behaviour that aligns with this policy. This policy should be read in conjunction with the Trust's Suspension and Exclusion Policy which sets out the consistent sanctions that will be applied should a pupil's conduct fall below expected standards.

2.2. Specifically, this policy is intended to:

- Support the creation of 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 that maintains high standards that reflects the Catholic values at the heart of our schools.

- Supports consistent application of behaviour principles that means pupils are treated fairly, regardless of the school they attend within the CMAT.
- Make explicit what is deemed unacceptable behaviour and the fostering of a culture where this is communicated regularly so that pupils understand the expectations upon them.
- Ensure that bullying and discrimination in all its forms is not tolerated.

3. Legislation and Regulation

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

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

3.2. This policy is compliant with the CMATs funding agreement and articles of association.

4. Positive Behaviour

4.1. As a Catholic Multi Academy Trust, the foundations of our school culture and curriculum ensures positive behaviours are encouraged and celebrated. Pupils, staff, parents and carers and visitors are expected to model positive behaviours in all their interactions, including outside of school.

4.2. The curriculum and school day reinforces these behaviours and teaches pupils the damaging impacts of poor behavior and bullying.

4.3. The CMAT believes that rewards are more effective than punishment in motivating pupils. Schools are committed to promoting and rewarding good behaviour and may do so in a range of ways including:

- Immediate verbal recognition and praise.
- Positive postcards/letters home.
- Class and personal dojo points.
- Contact home by staff text, phone, e-mail and/or letter.
- Stickers.
- Certificates.
- Recognition & celebration events.

4.4. Recognising positive behaviours is key to fostering a culture that supports everybody. It is a powerful means of reinforcing the behaviours expected of all pupils in school. Building and maintaining positive behaviours will include:

- Greeting pupils in the morning/at the start of lessons.
- Establishing clear routines.
- Communicating expectations of behaviour in various ways including through notice boards, via the website, communication with parents/ carers.
- Highlighting and promoting good behaviour.
- Concluding the day positively and starting the next day afresh.
- Using positive reinforcement.

5. Classroom Management

5.1. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. This starts with quality first teaching that inspires and maintains the attention of pupils.

5.2. Staff will

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the behaviour curriculum or their own classroom rules in prominent places within the classroom and school.

6. Poor and unacceptable behaviour

6.1. Whilst the Trust will focus primarily on maintaining a culture and ethos that promotes positive behaviours it is essential that there are systems in place to tackle, on a consistent basis, poor behaviour that detracts from learning, may be harmful to an individual or others or be illegal.

6.2. **Poor or unacceptable behaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Deliberate non-completion of classwork or homework.
- Poor attitude to learning or interactions with others.
- Incorrect uniform.

6.3. **Serious misbehaviour** is defined as:

- Repeated breaches of the school rules despite these having been brought to the pupil's attention. • Any form of bullying.
- Sexual violence, such as rape or sexual assault (including intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

a) Sexual comments.
b) Sexual jokes or taunting.
c) Physical behaviour such as interfering with clothes
d) 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.
- Assault on pupils or staff
- Smoking.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items including:
  a) Knives or weapons.
  b) Alcohol.
  c) Illegal drugs.
  d) Stolen items.
  e) Tobacco and cigarette papers.
  f) E-cigarettes or vapes.
  g) Fireworks.
  h) Pornographic images
  i) 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 themselves).

7. Bullying

7.1. Bullying behaviour is contrary to the Catholic values which form the foundation of the culture of all our schools and will not be tolerated in any form. Bullying can have a long-term impact on an individual and is:

- harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide;
- interferes with a pupil's right to enjoy his/her learning and leisure time free from intimidation;
- is contrary to everything we stand for as a Catholic, values driven Trust.

7.2. Bullying is defined as **actions which are intentionally hurtful, repeated, often over a period of time.**

7.3. 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: • 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)
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 or visual content generated by artificial intelligence (AI).

Signs and Symptoms

7.4. Staff have been trained to identify behaviours that may indicate a pupil being bullied. Potential signs of a pupil being bullied could include: • Being frightened of walking to or from school or between classes.

- Not wanting to go into vulnerable areas of the school i.e. toilets, library, dining hall.
- Being unwilling to go to school.
- Becoming withdrawn, anxious, or lacking confidence.
- Sudden changes in behaviour or engagement with others.

Tackling bullying

7.5. Staff will be vigilant of the above signs and seek to speak to and support any pupil exhibiting these behaviours including encouraging them to report instances of bullying.

7.6. Curriculum and non-curriculum time will be used to raise the risks and damaging impacts of bullying and to reiterate the actions pupils can take if they are the victim of bullying or see bullying carried out by others.

7.7. All incidents of bullying will be recorded by staff and addressed promptly. Where a perpetrator of bullying has been identified, their parents/ carers will be contacted and asked to support the school in addressing such behaviour. Where appropriate, the police may be notified.

7.8. A firm restorative approach will be taken with anybody found to be bullying other pupils or adults including:

- The bully (bullies) will be asked to genuinely apologise, if the victim(s) consents.
- The pupil will be placed on a behaviour plan.
- Coaching or mentoring.

7.9. Sanctions including suspension and permanent exclusion will also be considered in line with the Trust's Suspension and Permanent Exclusion Policy.

7.10. After an incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

7.11. Those subject to bullying will be offered targeted support which may include counselling or additional pastoral support.

8. Graduated Response

8.1 All incidents of misbehaviour will be dealt with promptly in line with this policy. Headteachers and staff will take a graduated response to managing misbehaviour, which will include:

- Constructive reinforcement of the school's values and expectations through assemblies, school masses and through the curriculum.
- Responding to misbehaviour as it occurs so that pupils understand when they have misbehaved and how to resolve the matter.
- Speaking to a pupil on a one-one basis to enable them to understand their actions and the impact it has had.
- Undertaking restorative conversations with the pupil so that they understand the impact of their actions and apologise where necessary.
- Accessing pastoral support and other interventions to support resolution and a return to expected standards of behaviour.
- The issuing of sanctions including removal from the classroom.
- The engagement of parents and carers to establish a united position in addressing misbehaviour.

- The implementation of stronger sanctions as set out on the Trust's Suspension and Permanent Exclusion Policy.

In issuing sanctions these will be proportionate to the incident and consistent with how interventions or sanctions are applied to other pupils.

9. Pupils with additional needs

9.1. The Headteacher and staff have the absolute right to sanction any pupil whose behaviour falls below expectations. Each incident will be considered on its merits, but staff will consider the wider background of the pupil when determining the graduated response to the incident to ensure sanctions are applied consistently and proportionately.

9.2. The Headteacher or staff member will assess the appropriateness of the sanction in the context of the pupil's additional needs and make reasonable adjustments if required. The Headteacher will be the final arbiter of any sanction issued.

9.3. The school's special educational needs co-ordinator (SENCO) may be asked to offer support or advice in regard to 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.

9.4. When acute needs are identified in a pupil, the school may liaise with external agencies and plan support programmes for that child. Parents/ carers will be engaged in any such discussions.

9.5. For pupils on a Education, Health Care Plan (EHCP) the school will liaise with the local authority before issuing a sanction that will result in the pupil being off site (e.g. suspension or permanent exclusion). The school should call for an emergency review of the EHC plan.

9.6. Where a pupil is looked after or previously looked after, the school will liaise with the Virtual Head prior to issuing a sanction that results in the pupil being off site (e.g. suspension or permanent exclusion). Whilst the Trust encourages dialogue with external agencies, the Headteacher remains legally empowered to suspend or exclude any pupil should the misbehaviour be serious enough.

10. Roles and Responsibilities The Trust Board and Local Governing Body

10.1. The Trust Board is responsible for reviewing the Trust's Behaviour Policy and approving any amendments following changes to legislation, best practice, or feedback from Headteachers.

10.2. The LGB is responsible, alongside the Headteacher, for reviewing the policy in line with the school's ethos and practice. The LGB will review trends in suspensions and permanent exclusions as part of their annual work programme.

10.3. Ensuring effective training is in place to support staff in managing behaviour within school.

The Headteacher

10.4. The headteacher is responsible for:

- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively and consistently with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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.

Teachers and staff

10.5. 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.
- Adapting the curriculum and interventions to the specific behavioural needs of particular pupils.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.

- Recording behaviour incidents promptly.
- Challenging pupils to meet the school's expectations.

10.6. The senior leadership team (SLT) will support staff in responding to behaviour incidents. It is for teachers and support staff to address behaviour incidents as the occur in the classroom through quality first teaching and targeted interventions.

Parents and carers

10.7. Parents and carers, 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, and explaining the consequences of poor behaviour.
- Support the school's ethos and work with the school to uphold those expectations.
- 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 or reintegration meetings).
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

10.8. 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 constructively address behavioural issues.

Pupils

10.9. Pupils will be made aware when they start school and on an ongoing basis:

- 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 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.

10.10. Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be expected to model high standards to other pupils including pupils younger than themselves, or new to the school. 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.

11. Safeguarding

11.1. 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.

11.2. 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.

11.3. Interventions will be in accordance with the Trust's Child Protection and Safeguarding Policy.

12. Reasonable force, searches and confiscation Reasonable Force

12.1. Reasonable force is a rare, but on occasions necessary step to prevent a pupil harming others or themselves. Staff have a duty to use reasonable force to prevent a pupil from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.
- Committing an offence.

12.2. Any interventions requiring reasonable force will be carried out by trained staff unless child/other children are in imminent danger.

12.3. 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 to parents/carers.

12.4. 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.

Searches and Confiscation

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

12.6. Any prohibited items found in a pupil's possession as a result of a search, will be confiscated. These items may be returned to pupils after discussion with senior leaders and parents/carers, if appropriate. Illegal items will be retained and stored in a locked cabinet/safe. The police will be informed.

12.7. 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 and has received the appropriate training.

12.8. 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. In exceptional circumstances the staff member carrying out the search may be of the opposite sex.
This may occur when:

- 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.

12.9. In the exceptional circumstance when an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

12.10. If the member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or deputy) who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

12.11. 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. Appropriate consideration will be given to the age and needs of pupils (e.g, SEND) being searched and the factors that may influence the pupil's ability to understand what is happening to them and their ability to give informed consent.

12.12. 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.

12.13. 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 coat".
- Explain how and where the search will be carried out.
- Give the pupil the opportunity to ask questions.
- Seek the pupil's co-operation.

12.14. 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 Headteacher or Designated Safeguarding Lead, to try to determine why the pupil is refusing to comply.

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

12.16. The authorised member of staff can use reasonable force to search for any prohibited items identified in paragraph 6.3 of this policy, but not to search for items that are only identified in the school rules.

12.17. An authorised member of staff may search a pupil's outer clothing, pockets, possessions (outer clothing refers to clothes that don't wholly touch the skin such as a coat, jumper, shoes). A metal detector could be used for this purpose.

12.18. A search can also be carried out on a pupil's bag, locker or desk.

12.19. Except in exceptional circumstances searches should not be carried out on whole classes or year groups. Searches should be targeted on specific individuals based on clear evidence or reasonable suspicion. The indiscriminate use of searches risks undermining the wider positive culture fostered by the school between adults and pupils.

12.20. It will likely be impractical to search a large group of pupils' bags at the same time whilst maintaining privacy of the individual. Searches should be carried out discreetly away from other pupils. Bag searches for example should not be undertaken routinely for example in class, as any personal possessions then become visible causing potential distress or embarrassment.

12.21. All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

12.22. Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable. This should include what happened, what was found, if anything, what was confiscated, if anything, and what action the school has taken, including any sanctions issued.

12.23. Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be affected emotionally or potentially suffer harm as a consequence of a search and hence whether pastoral support is needed to be put in place.

Strip searches

12.24 Staff in SRSCMAT schools are not authorised to carry out strip searches. Strip searches on school premises can only be carried out by the police in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. A decision to call the police to undertake a strip search should only be undertaken by the Headteacher following consultation with the Chief Executive or Director of Performance and Standards. Any decision must be on the basis that all other avenues of resolution have been exhausted and that such a search is necessary as the item in question may cause harm to others or the pupil themselves. Any such search must be undertaken on accordance with the Department for Education advice: Searching, Screening and Confiscation (publishing.service.gov.uk)

13. Off-site misbehaviour

13.1 Sanctions may be applied where a pupil has misbehaved off-site when representing the school or where it is clearly visible that the child attends the school (e.g. when wearing their school uniform). 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 their school uniform.
- In any other way identifiable as a pupil of the school.

13.2 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.
- Amounts to bullying of a pupil outside of school (e.g. via social media).
- Has a reputational impact on the school or Trust.

13.3 Sanctions for misbehaviour outside the school premises will only be issued when the pupil returns to the school site, unless the pupil is in the lawful control of a member of staff, such as on a school trip (so long as it doesn't generate additional safeguarding risks or

escalation in misbehaviour, in which case the sanction should be issued on the return to the school premises).

14. Suspected criminal behaviour

14.1. If a pupil is suspected of criminal behaviour, then the matter will be reported to a member of the Senior Leadership Team on the basis that the matter be referred to the police. Any internal investigation will be undertaken in such a way as to preserve evidence to hand over to the police.

14.2. It will be for the police to take the action it deems necessary. The school can carry on with its own investigations and issue an appropriate sanction, as long as such an investigation doesn't interfere with the police investigation.

14.3. The Designated Safeguarding Lead should be notified and a risk assessment undertaken in regard to referring the matter to social care, as appropriate.

14.4. 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.

15. Malicious allegations

15.1. 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. Given the seriousness of the allegation, the presumption will be that a sanction **will** be issued in all but the most exceptional cases.

15.2. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil or 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. Given the seriousness of the allegation, the presumption will be that a sanction will be issued in all but the most exceptional cases.

15.3. 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.

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

15.5. Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

16. Malicious allegations

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

- The proper use of restraint.
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour.

17. Monitoring

17.1. At a school level, behaviour incidents will be recorded on the school's Management Information and safeguarding systems. This will include data in regard to:

- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusions and suspensions.
- Use of pupil support units, off-site directions and managed moves.
- Incidents of searching, screening and confiscation.
- Perceptions and experiences of the school behaviour culture including whether pupils and staff feel safe (drawn from anonymous surveys undertaken periodically).

17.2. The data should be reviewed routinely by the schools SLT and reported as part of the Headteacher's Report to the LGB.

17.3. At a Trust level, trends in data will be reported to the Curriculum and Standards Committee to ensure behaviour in schools is being managed effectively, promoting the Trust's Catholic values and ensuring an environment where pupils are able to learn and grow.

17.4. Analysis of trends will focus on whether any particular cohort of pupils, is disproportionately affected by this policy and what mitigations may be required to ensure the Trust's compliance with its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school and Trust will review its policies to tackle them.

Appendix 1: St Alban's CVA School Rules and Behaviour Principles and SRSCMAT Written Statement of Behaviour Principles

As a Trust the principles upon which this policy has been developed are that:

- 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, modelling the behaviours we all want to see in others.
- 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 Suspensions and 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 in a restorative way.
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life.
- The Trust Board and LGB affirm that violence or threatening behaviour will not be tolerated in any circumstances.

As a school our school rules and approach to managing behaviour includes:

Our Academy Vision

Learning, Loving and Living together, side by side with God.

Learning

- *Embrace my opportunities to grow, aspire, thrive and excel.*
- *Become Christ through the Good News.*

Loving

- *Show love, tolerance and acceptance of all around me.*
- *Love others as Christ loves us.*

Living

- *Leading, serving and walking with my community.*
- *Living in communion with Christ.*

Our Academy Rules

Learning
Always try your best

Loving
Show respect

Living
Take care of one another and our things

Character Behaviours and Virtues

In order to fulfil this vision, our pupils have chosen and are taught about 'Character Behaviours' which they reflect on and strive to live out in their everyday interactions so that they are choosing the correct behaviour for the situation they are in. This also links to our virtues to live by that focus on a set of virtues that we learn by and love by. In order to develop exceptional behaviour, attitudes and character, we focus on:

- Self-awareness
- Teamwork
- Aspiration
- Loving
- Bravery
- Appreciation
- Non-judgemental
- Service

We believe that pupils are responsible for their behaviour in the first instance, that most behaviour is intentional, and that both their families and staff have a responsibility to support them to behave positively and safely. We believe that almost all behaviour is intentional and that by choosing to use these behaviours, after they have been explicitly taught in the correct situation, with the support of families and staff, pupils have every opportunity to flourish and to thrive.

Definition of Behaviour

We define **behaviour** as everything we **do** and **say**, not only when we are on our own, but also with and towards others.

Appendix 2

The Behaviour Curriculum

Attendance and punctuality

We:

- arrive between 8:45 am and 8:55 am and go straight to our classroom
- know that if we are late, it could affect our attitude, we will miss learning time and we may not ready be ready to learn
- know that, unless we are ill, it is essential to be in school
- know that attendance at school doesn't just help us become more intelligent, it also helps our friendships, our fitness and our faith
- usually have lots of fun with our friends and teachers.

Behaviour - lunchtime i***n the hall,***

we:

- always listen to and respond appropriately to all adults
- line up, one behind the other, using a quiet voice to talk
- verbally request our dinner choice (not just pointing)
- use manners
- talk to others on our table, including anyone we don't usually sit with
- stay seated, until 'allowed' to move
- try to use a knife and fork correctly
- Put our hand up and ask to leave the table
- empty our own tray properly in the right place.

Behaviour – outside school

We:

- live out the St Alban's Character Behaviours at school, at home and in the community
- keep ourselves, and others, happy and safe, both when we see them in person or when we use the internet.

Behaviour - unstructured time (break and lunch) ***We:***

- always listen to and respond appropriately to all adults
- play safely, thinking about the safety of others, never using negative physical behaviour
- are kind to everyone, considering their feelings
- look out for people who look alone or sad, including them in our play
- share and take care of the equipment, leaving all areas of the school tidily
- use manners.

Classroom Routines
We:

- respond positively and politely to staff
- walk in and out of the classroom calmly and quietly
- organise our belongings quickly
- complete our 'do now' task, sit or show readiness to learn without question
- join in together with our morning, lunchtime and end of the day prayer
- know where we sit (carpet /learning /table places)
- look at the visual timetable to know what we are learning
- show **SELF**-awareness: - **S**it up - **E**ngage - **L**ook and Listen - **F**ocus on who is speaking
- tidy up as a team
- line up calmly and quietly, in a straight line, looking forwards, with our arms by our side
- use equipment responsibly, find it independently and carry scissors safely.
- ask to use the toilet during lessons and no more than two out at the toilet at any time
- *staff will count down from 3 (stop what you're doing and stop talking) 2, (put everything down, including your hands), 1 – (show your self-awareness)*

Group Work
We:

- work as a team
- celebrate teamwork
- discuss ideas with quiet voices
- listen to and value the ideas of others, ensuring that everyone has a chance to speak
- compromise if other people's ideas are different to our own.

Completing work in books *We:*

- date every piece of work
- write a title or question for every piece of work
- use a ruler when underling, drawing lines and striking out a mistake
- write one digit per box
- aspire to our neatest handwriting possible in every subject
- care about our books by not drawing (or scribbling) on or in them and making sure corners are unrolled.

End of the day routine
We:

- gather our bags, coats and water bottles calmly, quietly and quickly
- remember all of our belongings

- join in with the end of the day prayer
- wait for the teacher to call our name or give permission before leaving the classroom.

Liturgies, liturgical prayers, acts of worship and assemblies ***We:***

- walk in and out calmly and quietly, in a straight line, looking forwards, with our hands in prayer (or other chosen class action)
- show **SELF**-awareness: - **S**it up - **E**ngage - **L**ook and Listen - **F**ocus on who is speaking
- sing together as a team.

STEPS
Manners
We:

- **S – S**ay **S**ir / Miss / Use names if you know them when we talk to other pupils and staff (e.g. Mr/Mrs/Miss x)
- **T – T**hank you
- **E – E**xcuse me and wait if we want someone's attention or somebody is in our way
- hold doors open for others
- **P** – say '**p**lease' when we ask
- **S** - **S**mile (when we are feeling happy)

- We are all peacemakers, maintain good relationships and try to have positive interactions with **everybody.**

Moving around school
We demonstrate
'Wonderful Walking' by:

- walk calmly and quietly
- walk in a straight line when we are with our class
- walk forward, looking where we are going
- walk with our arms by our sides or behind our backs
- hold doors open for others
- care about our school environment, picking up litter that we see and avoiding displays
- greet people positively and politely.

School Uniform
We:

- wear our uniform with aspiration and pride
- tuck our shirts in
- do up our ties are up to the top button
- tie our shoelaces
- pull the sleaves of our jumpers or cardigans down to our wrists

- store jumpers or cardigans appropriately when we are not wearing them (not around our waist)
- take out or cover earrings for PE
- respond positively to reminders from staff about smart uniform
- ***Know that if incorrect uniform is worn, staff will inform the Priority Pupil team.**

Speaking in class
We follow the
SPEAK acronym:

- raise our hands to ask questions or to contribute ideas to class discussions
- engage in discussions with our partner by facing them
- are ready always to respond when the teacher is 'cold calling'
- show patience when we are waiting to share our ideas
- focus on who is talking, giving eye contact (where we can)
- wait until everyone is focussing before we begin speaking
- speak loudly and clearly so that everybody in class can hear
- remove hands and jumpers from our mouths
- show **SELF**-awareness: - **S**it up - **E**ngage - **L**ook and Listen - **F**ocus on who is speaking.

Visitors
We:

- smile, say 'hello' and ask them their name
- check if they are wearing the correct lanyard or visitor sticker/badge – if not, we tell an adult
- answer their questions politely, to the best of our ability
- talk to visitors positively about things that we have learned and have done
- are open and honest
- use our manners
- thank them for visiting our academy.

3 Escalation Chart

Stage	Action	Detail
1	Acknowledge / Remind	Acknowledge the red choice behaviour with specific feedback about their behaviour and non-verbal cue (eg. pause, eyebrow raised, blank face). Remind the pupil of the green choice they should be making.
2	1st Warning	Warn pupils about the green choice behaviour they are not demonstrating. Ensure this is done, where possible, privately, and done in a low-key, calm tone. Staff may ask: Do you know how to x? Do you know why x is important? (To be positive, safe, secure.) Do you value x? (If the answer is no, teaching on BC or choices may be required) Give the pupil the opportunity to correct their behaviour.
3	2nd Warning	Parent Informed Warn pupil of the Character Behaviour(s) / Virtue they are not demonstrating and explain that a **neutral dojo** will be issued, which families will be able to see. Ensure this is done, where possible, privately, and done in a low-key, calm tone. Explain that if their behaviour doesn't change, it will move to the first escalation which is 'Reflection and Reset'. If the pupil is presenting as becoming or starting to be dysregulated and refusing adult instructions, the teacher may consider requesting initial support from Mrs McEvoy to support with regulation strategies.
4	1st Escalation	'Reflection and Reset' – Phase Leader Tell the pupil that because their behaviour has not changed after the second warning, they will now have a 'Reflect and Reset' session and complete independent work in reflection for the rest of the session. This is logged by the member of staff on CPOMS as 'Level 4 – Reflect and Reset' and the Phase Leader will speak with or Dojo the parent/carer to inform them. Pupils will either have a restorative or correctional conversation involving the class teacher and senior leader. Pupils reset in class at the start of the next session. In KS1 and EYFS pupils will go through the widget reflection. In KS2, pupils will complete the Reflect and Reset sheet with the Phase Leader. Adaptations can be made at the SLT member's judgement depending on whether the widget Reflect and Reset sheet is used instead of the written form. Recording on CPOMS – There will be two options on CPOMS: 1. 1st Escalation – Reflect and Reset 2. Immediate – Reflect and Reset For pupils in KS2, upload the completed Reflect and Reset sheet.

5	2nd Escalation	1. 1st Escalation – Reflect and Reset 2. Immediate – Reflect and Reset The pupil is taken to speak with the Headteacher or Deputy Headteacher if this is the second 'Reflect and Reset' of the day. Parent Involvement
6	Internal Isolation for either part or full day.	Pupil will complete independent work in the Rainbow room for a period of isolation. Parent would be informed.
7	Fixed Term Suspension / Individual behaviour plan may need to be created.	Where there is no behaviour change following parental involvement, a fixed term suspension will be issued.
8	Permanent Exclusion	For serious one-off dangerous incidents, repeated persistent disruption or other reasons set out by Derby City IYFA a permanent exclusion could be issued.

Reflection and Reset

Pupils will complete their work with the member of SLT they are taken to. The member of staff will send work with the pupil to complete. The SLT member will record this as a 1st Escalation on CPOMS. The member of SLT will inform parents over the phone or Class Dojo.

Immediate Level 4 Behaviours

Some behaviours which could adversely affect the positivity, safety and security of others are more serious and will require immediate intervention in order to protect the wellbeing of others.

These will include:

- Refusal to follow instructions from any member of staff
- Swearing
- Spitting
- Negative physical behaviour, including fighting

Immediate Level 5 Behaviours

- Repeated Bullying
- Racism
- Using derogatory homophobic language or any derogative language and/or behaviour against the protected characteristics (see appendix 4).

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account, including intention. As a result, unless there are specific extenuating circumstances, these incidents will usually be deemed as 'Level 4' with pupils being removed from class and parents informed. A senior leader will be involved in the investigation and next steps and log it on CPOMS with the relevant heading based on the severity of the incident. Parents of both parties (the perpetrator and the victim) will be notified by a phone call or face to face conversation by the senior leader managing the case. All contact with parents will be recorded on CPOMS. Pupils will usually receive ongoing support as a result of these incidents. This will be decided at priority pupil meetings.

Personal circumstances Special Education needs and Disabilities of the pupil and the intentions 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.

For further details on serious sanctions, please refer to section 8.

The Headteacher, or Deputy Headteacher in their absence, will make final decisions on a case by case basis.

Appendix 4

Protected Characteristics

At Alban's, we treat people with equality. We are proud of the diversity within our community and ensure that our vision and values provide the best possible chance for pupils, staff and all stakeholders are treated fairly and with respect, regardless of their race, gender, religion, or any other protected characteristic.

Protected characteristics are certain personal characteristics that are protected under the UK Equality Act 2010. These characteristics are important do that no particular group are unfairly discriminated against.

The protected characteristics in the UK include:

Age - this refers to a person's age, whether they are young, middle-aged, or elderly.

Disability - this includes both physical and mental disabilities.

Gender reassignment - this refers to a person who is undergoing, has undergone, or is proposing to undergo gender reassignment.

Marriage and civil partnership - this includes people who are married, in a civil partnership, or who have dissolved their civil partnership.

Pregnancy and maternity - this includes women who are pregnant, have given birth within the last 26 weeks, or are breastfeeding.

Race - this includes a person's race, colour, nationality, or ethnic or national origins.

Religion or belief - this includes a person's religious beliefs, or lack of belief.

Sex - this refers to a person's biological sex, whether they are male or female.

Sexual orientation - this includes a person's sexual orientation, whether they are heterosexual, gay, lesbian, bisexual, or any other sexual orientation.

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

Appendix 5

Pupils using mobile devices in school

We advise that children of primary school age do not own a smart phone. Pupils are not permitted to use any type of mobile device, brought in from home, including smart watches, whilst on school

grounds. If a child does bring a mobile phone into school, it must be for practical home life reasons only and it must be handed in to the school office on arrival and collected when leaving the school site.

In rare and exceptional circumstances, any use of mobile devices in school by pupils must be supervised by a member of staff and be in line with the acceptable use agreement (see appendices 1 and 2).

Any breach of the acceptable use agreement by a pupil may trigger disciplinary action in line with the school behaviour policy, which may result in the confiscation of their device.