

**Diocese of Nottingham**  
...working in partnership with  
**The Our Lady of Lourdes Catholic Trust**

**St Philip Neri with St Bede Catholic Voluntary Academy**  
**Policy Document**



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## **Behaviour**

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***“Love one another as I have loved you”***  
***John 13:34***

<b>Written by:</b>	<b>Approved by:</b>	<b>Approval Date:</b>	<b>Review Date:</b>
D. Steele	LGB	September 2025	September 2026

## 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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# Contents

1	<a href="#">Aims</a>	6
2	<a href="#">Legislation, statutory requirements and statutory guidance</a>	6
3	<a href="#">Definitions</a>	6
4	<a href="#">Bullying</a>	9
5	<a href="#">Roles and responsibilities</a>	10
5.1	<a href="#">The governing body</a>	10
5.2	<a href="#">The headteacher</a>	10
5.3	<a href="#">Staff</a>	11
5.4	<a href="#">Parent and carers</a>	11
5.5	<a href="#">Pupils</a>	12
6	<a href="#">School behaviour curriculum</a>	12
6.1	<a href="#">Mobile phones</a>	13
7	<a href="#">Responding to behaviour</a>	13
7.1	<a href="#">Classroom management</a>	133
7.2	<a href="#">Safeguarding</a>	144
7.3	<a href="#">Responding to good behaviour</a>	144
7.4	<a href="#">Responding to misbehaviour</a>	155
7.5	<a href="#">Reasonable force</a>	17
7.6	<a href="#">Searching, screening and confiscation</a>	18
	<a href="#">Confiscation</a>	18
	<a href="#">Searching a pupil</a>	188
	<a href="#">Searching pupils' possessions</a>	199
	<a href="#">Informing the designated safeguarding lead (DSL)</a>	20
	<a href="#">Informing parents/carers</a>	20
	<a href="#">Support after a search</a>	20
	<a href="#">Strip searches</a>	20
	<a href="#">Communication and record-keeping</a>	21
	<a href="#">Who will be present</a>	21
	<a href="#">Care after a strip search</a>	22
	<a href="#">Screening</a>	22
7.7	<a href="#">Off-site misbehaviour</a>	22
7.8	<a href="#">Online misbehaviour</a>	22
7.9	<a href="#">Suspected criminal behaviour</a>	23
7.10	<a href="#">Zero-tolerance approach to sexual harassment and sexual violence</a>	23
7.11	<a href="#">Malicious allegations</a>	23
8	<a href="#">Serious sanctions</a>	244

8.2	<a href="#">Removal from classrooms</a>	244
8.3	<a href="#">Suspension and permanent exclusion</a>	255
9	<a href="#">Responding to misbehaviour from pupils with SEND</a>	255
9.1	<a href="#">Recognising the impact of SEND on behaviour</a>	255
9.2	<a href="#">Adapting sanction for pupils with SEND</a>	277
9.3	<a href="#">Considering whether a pupil displaying challenging behaviour may have unidentified SEND</a>	27
9.4	<a href="#">Pupils with an education, health and care (EHC) plan</a>	277
10	<a href="#">Supporting pupils following a sanction</a>	288
11	<a href="#">Pupil transition</a>	288
11.1	<a href="#">Inducting incoming pupils</a>	288
11.2	<a href="#">Preparing outgoing pupils for transition</a>	288
12	<a href="#">Training</a>	288
13	<a href="#">Monitoring arrangements</a>	288
13.1	<a href="#">Monitoring and evaluating behaviour</a>	289
13.2	<a href="#">Monitoring this policy</a>	299
14	<a href="#">Links with other policies</a>	29
15	Appendix: 1-2-3 Magic	30

## 1 Aims

- Create and maintain a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a safe, calm and supportive environment;
- Implement a whole-school approach to maintaining high standards of behaviour that reflect the values of our school;
- Outline clearly 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;
- Ensure there is consistency in the use of rewards and sanctions;

## 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 \(www.gov.uk\)](http://www.gov.uk)
- [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Use of reasonable force in schools](http://www.gov.uk)
- [Supporting pupils with medical conditions at school](http://www.gov.uk)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](http://www.gov.uk)

**In addition, this policy is based on:**

- Section 175 of the [Education Act 2002](http://www.gov.uk), 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](http://www.gov.uk), 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](http://www.gov.uk); 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](http://www.gov.uk) 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;
- Non-compliance with any aspects of our Behaviour Curriculum;

- Not living out the school's virtues;
- Incorrect uniform.

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules and the Behaviour Curriculum;
- 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)
  - Mobile phones (only permitted with permission from the Headteacher in exceptional circumstances. These should be kept in the School Office from the time of arrival until dismissal).

### **Our School Virtues**

Our whole business in this life is to flourish by seeking to form our character through the pursuit of personal strengths called virtues. Excellence in all aspects of life is pursued by repeatedly performing particular virtues that build our character so that we become what we repeatedly do. As a school, we promote, refer to and reward our children's application of virtues in the hope that *doing good* and *being good* becomes habitual. This contributes to making our school a safe, happy and caring place for everyone.

*"Excellence is an art won by training and habituation. We do not act rightly because we have excellence, but we rather have this because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit."* (Aristotle)

Our School Virtues	
Faith	Courage
Hope	Solidarity
Love	Temperance
Justice	Sense

We help our children to become more virtuous by sharing the examples below:

What does FAITH look like in St Philip's?

Pray with others, attend Mass and assemblies (Celebration of the Word), actively plan worship, contribute to worship, work on mission, take part in RE, be like Jesus (kind, thoughtful, thinking of others, charitable), forgive, say sorry, talk to God, trust God.

*"All things are possible for those who believe." Mark 9:23*

What does HOPE look like in St Philip's?

Be prayerful, talk to God, believe that good things will happen, hold onto hope and pass it on to others, plan for a good future.

*"I have good plans for you" says the Lord, "I plan to give you hope and a good future." Jeremiah 29:11*

What does LOVE look like in St Philip's?

Concern for others, unselfish acts, letting others play, using manners, playing with each other, using kind words, helping hands, listening ears, being a good friend.

*"We love because God loved us first." 1 John 4:19*

What does JUSTICE look like at St Philip's?

See other people's point of view, be honest, trustworthy, kind. Know that everyone is equal. Voice when something or someone seems to be unfair. Understand what the world can look like for others, let everyone have an opinion, know St Philip's is fair, pupils get what they need and deserve.

*"The Lord does what is right and he loves **justice**. Honest people will see his face." Psalm 11:7*

What does COURAGE look like at St Philip's?



Never afraid to try new things, to have patience and perseverance when trying a new skill, to have resilience when things go wrong and determination to keep trying. Take risks, stand up for others, speak out in class and assembly, contribute and make an impact.

*“Be strong and brave. Don’t be frightened. The Lord your God will go with you. He will not leave you or forget you.” Deuteronomy 31:6*

#### What does SOLIDARITY look like at St. Philip’s?

Team work – in the classroom and around school, working with our school council, chaplains, wellbeing ambassadors and eco-teams. Share ideas, talents, include everyone in everything, respect everyone. Be a good citizen.

*“In Christ, there is no difference ... You are all the same in Christ Jesus.” Galatians 3:28*

#### What does TEMPERANCE look like in St Philip’s?

Show self-control of feelings, actions and thoughts. Remain calm, be patient, show strength of humility and forgiveness, live simply, love learning and have a sense of humour.

*“God gave us a spirit not of fear but of power and love and self-control” 2 Timothy 1:7*

#### What does GOOD SENSE look like at St Philip’s?

Have the will to do the right thing, be thoughtful and reflective, make the right decisions. Have practical wisdom and ask “What would Jesus do?” Think before speak and act. Be forgiving of others.

*“Good sense makes us slow to anger and it is His glory to overlook an offense.” Proverbs 19:11*

## 4 Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

**Bullying can include:**

**This is not an exhaustive list.**

• Type of Bullying	• Definition
• Emotional	• Being unfriendly, excluding, tormenting

• <b>Type of Bullying</b>	• <b>Definition</b>
Physical	<ul style="list-style-type: none"> <li>• Hitting, kicking, pushing, taking another's belongings, any use of violence</li> </ul>
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	<ul style="list-style-type: none"> <li>• Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality).</li> <li>• Any form of coercive or controlling behaviour.</li> </ul>
Sexual	<ul style="list-style-type: none"> <li>• Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching</li> </ul>
Direct or indirect verbal	<ul style="list-style-type: none"> <li>• Name-calling, sarcasm, spreading rumours, teasing</li> </ul>
Cyber-bullying	<ul style="list-style-type: none"> <li>• 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)</li> </ul>

## 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
- 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 behaviour incidents.

## 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)
- 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.

## 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 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
- That they have a duty to follow the behaviour policy
- The school's key rules and routines, and expectations outlined in the school's Behaviour Curriculum;
- 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

As a Catholic School, we believe that everyone should behave in a way that benefits and reflects our Christian community. This results in children learning effectively in an atmosphere of mutual respect, safety and responsibility. The way of life and curriculum of our school enables our children to grow in every way to Christian maturity. The Catholicism of our school is more than its Religious Education policy: all that we do and teach is rooted in a religious understanding of life, based on the teaching of the Gospels.

We always try to be positive in our range of rewards and disciplines. It is our priority to ensure that every member of our school community feels safe, happy and valued and that each person is treated fairly. To achieve this, we promote good choices, which lead to effective relationships, so that everyone can support each other to work together, be happy and learn well.

At St. Philip Neri with St. Bede, we aim to develop a caring Catholic community based upon the life and example of Jesus Christ. It is through Christ's message of love and forgiveness that children, staff, families and governors preserve the distinctive Catholic ethos of our school. This is reinforced through our Mission Statement: *We keep Christ at the Centre of our Lives* where we encourage our children to "Think, Speak, Act" using Jesus as the example. To support our children to learn from Christ's example, we share Our

School Virtues, which as displayed and referred to throughout the school. These Virtues are referred to regularly so that our pupils are constantly reminded of the standards that are expected of them.

At St. Philip Neri with St. Bede, we also develop children's character through our Behaviour Curriculum which is rooted in Christ's teaching and based on Gospel Virtues. In order to build character, we define the behaviours and habits that we expect students to demonstrate at all times. We want to support our pupils to grow into adults who are polite, respectful, grateful, kind, responsible and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. Overtime, these form part of each child's character so that they demonstrate the virtues in all areas of their lives.

The Behaviour Curriculum is taught explicitly during the first week in the Advent Term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. The Behaviour Curriculum is then revisited with pupils at the start of each half term and will continue to be reinforced throughout the year. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). For example, 'Wonderful Walking' should be taught in the classroom and then practised in different locations and times throughout the school day. It is expected that all pupils and staff will know this content and that staff will use the language of virtues and the behaviour curriculum when rewarding and reminding children throughout the school day. Please see our Behaviour Curriculum for more information about our key routines and expectations.

In addition to the Behaviour Curriculum, pupils are expected to:

- Live out our Mission Statement and school virtues.
- Show respect to members of staff, visitors and each other.
- Follow the Class Charter in all lessons to make it possible for all pupils to learn.
- Follow the Play Charter during break and lunchtimes to make it possible for all pupils to play safely and happily.
- Treat the school buildings, grounds and property with respect, showing caring and consideration for our Common Home.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

## 6.1 Mobile phones

Mobile phones are not allowed in school without an exceptional circumstance and with permission from the Headteacher. If permission has been granted, mobile phones should be switched off and handed into the School Office immediately upon arrival and not be collected until dismissed.

## 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 Behaviour Curriculum, teach this and model it
- Develop a positive relationship with pupils, which may include:
  - Meeting and greeting pupils in the morning and throughout the school day
  - modelling and applying the key routines detailed in the Behaviour Curriculum
  - 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.

## 7.3 Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

### **Public Praise**

A child's reward within school is to receive the praise of their teacher and the acceptance of their friends. This includes non-verbal praise – through a smile, thumbs up or visual expression. We recognise that some children need more than just praise; some are in need of motivation to achieve.

### **Collecting Dojos**

Where children exhibit positive behaviour, they will be awarded Dojos. Upon receiving Dojos, the pupils are able to "purchase" a range of items from the Dojo Shop. Each time a purchase is made, their Dojos are "spent". Typically, a maximum of three Dojos is awarded at any one time. The "Dojo Menu" below ensures the "value" of Dojos is consistent across school:

#### *Examples of One Dojo rewards:*

- Providing a pleasing answer to a given question;
- Being seen living out one of our school virtues;
- Being noticed for following any aspect of our Behaviour Curriculum consistently;
- Taking pride in a particular piece of work;
- Producing a pleasing piece of work;
- Returning homework on time.

#### *Examples of Two Dojo rewards:*

- Returning homework that is of pleasing or impressive quality;
- Noticeable effort or particularly pleasing performance in a task/piece of work;
- Going 'over and above' in any aspect of school life, for example, charitable efforts, active participation in a pupil voice group or taking the time to help someone without being asked to, for example, assisting with a peer who has fallen and is awaiting medical treatment

Three Dojos would be to reward something that was truly outstanding.

#### ***Virtues tokens***

Where children are seen to be acting virtuously, this is acknowledge and rewarded with a **Virtues Token**. Children are then invited to *post* this token in their Class Virtues Jar. In return, the children receives a Class Dojo. At the same time, Virtues Jars are collected at regular intervals throughout the year; upon collection, the class with the most tokens are rewarded.

#### ***Virtues Certificates***

In order to praise individual achievement, we hold regular Virtues Assemblies. During these assemblies, children receive individual praise in front of the entire school community for being demonstrating virtuous behaviour. Each child receives a certificate to record the happy event and parents/carers are invited to attend.

#### ***Stickers***

To reward and recognise outstanding effort or achievement, pupils may be rewarded with stickers from their Class Teacher/Teaching Assistant or a member of the Senior Leadership Team.

#### ***Foundation Stage***

Children are rewarded with Dojos, stickers, treats from the Dojo Box and certificates presented in the Virtues Assembly.

### **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. Typically, the response is graduated as outlined below.

### **1. Non-verbal Discouragement**

- 'The Look'
- Body Language

### **2. Verbal Warning and Reminder of Expectations**

- Discreet verbal reprimand using the 1-2-3 Magic Approach. At this stage, "1" and "2" would be used. "1" is a caution, "2" means last chance. *See Appendix for more information about 1-2-3 Magic and Behaviour Script*
- Comment on the standard of work – is it their best effort?
- Dissatisfaction expressed with reference to behaviour or work

### **3. Time To Think**

- If the "1" and "2" of the 1-2-3 Magic approach were not successful, the teacher will say "3" which will result in Time To Think
- Restorative repair: how can I put right what I've done wrong? This will include reference to behaviour, effort or attitude to learning. *See Appendix for more information about Restorative Repair*
- Actively put right the wrong after the agreed period of Time To Think, typically no more than 5 minutes

### **4. Buddy Class System**

- If minor, low level behavioural disruptions occur in class during lessons, then a child may be sent to a buddy classroom for a period of no more than 15 minutes. If they are sent to their buddy class, then they should have work to complete, which is linked to the lesson in class.
- The Buddy Classes are as follows:
  - Nursery and FS2NM
  - FS2NM and FS2WQ
  - Y1BS and Y1JD
  - Y2RT and Y2AN
  - Y3RB and Y3GD
  - Y4DK and Y4AS
  - Y5BF and Y5GC
  - Y6SC and Y6LB
- After 15 minutes, the child should then return to their own class in the hope that they are able to continue with their lesson, behaving appropriately. Should there be further disruption, the child should be sent to their Key Stage Leader (FS Miss Wheatley; Lower School (Y1-Y3) Mrs Taylor; Upper School (Y4-Y6) Mrs Shivley) for a further 15 minutes. The child will then be returned back to their classroom. If the child continues to disrupt the lesson, they should then



be sent to the Deputy Headteacher for a further 15 minutes. Once returned after this period, the child will be sent to the Headteacher if they continue to disrupt.

## 5. Yellow Form

- The Headteacher or Deputy Headteacher may issue a Yellow Form to a pupil who demonstrates persistent low level disruptive behaviour or if a pupil is found to have acted in a way that has deliberately hurt another child several times on purpose. A child can be placed on a Yellow Form for up to five days. During this time, they do not spend playtime or lunchtime with their peers and cannot collect Dojos or rewards. At the end of each of the days, the Headteacher or Deputy Headteacher will sign the Form if the child has had a good day. Parents then sign the form to show that the child has behaved well at home too.
- A Yellow Form is removed when the child obtains two signatures each day for five days (or the agreed number of days).
- Behaviours that could lead to a Yellow Form being issued include any instances of: rudeness, violence, dishonesty, swearing, refusal, damage, stealing, racism, sexism, ageism, homophobia, bullying/cyberbullying, discrimination, disruption. These incidents will be recorded on CPOMS and SLT will be alerted.
- If a child is issued with a Yellow Form, this may trigger the need for an informal meeting with parents and the teacher where a Behaviour Management Plan may be drawn up. A member of SLT or the SENCo may be involved in this meeting.

## 6. Red Form

- When placed on a Red Form, a child loses all privileges.
- A meeting will be held between the Headteacher and parents.
- A Behaviour Management Plan will be agreed between the Headteacher and Parents.
- A pastoral plan may be drawn up to support the child in his/her behaviour modification.
- The involvement of external agencies may be requested to review the education plan to avoid exclusion.

## 7. Fixed Term Exclusion

## 8. Permanent Exclusion

**If there is an incident or incidents which are concerning or require a quick response, then the Deputy Headteacher or Headteacher should be sent for immediately.**

### 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](#).

### 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 Deputy Headteacher/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 Deputy Headteacher or 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:

- 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 \(www.gov.uk\)](https://www.gov.uk/government/legislation/police-and-criminal-evidence-act-1984) 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 \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/312221/Police_and_Criminal_Evidence_Act_1984_PACE_codes_of_practice_-_GOV.UK.pdf). 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 Trust's 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 school's 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, a member of the senior leadership team 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

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 15 minutes (see *Buddy Class System* information above in Section 7.4).

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:

- Use of teaching assistants
- Long-term behaviour plans
- Liaison with external partners
- Multi-agency assessment

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

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

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.

# 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.

In considering difficult behaviour, all staff at St. Philip Neri with St. Bede are influenced by its frequency and severity as well as the context in which it occurs. Difficult behaviour is often linked to other aspects of school, home or life in the community. Inappropriate behaviour can be linked to:

- Learning difficulties;
- Mental ill-health;
- Circumstances outside of school;
- School-based factors;
- Personality clashes;
- Relationships with other pupils;
- Appropriateness of the Curriculum/individual lessons;
- Medical conditions;
- Or a combination of the above elements.

In monitoring the frequency and severity of poor behaviour, staff should also look for the following characteristics in children:

- They believe themselves to be unsuccessful;
- They have difficulty in making and maintaining relationships based on trust;
- They show little control in unstructured situations;
- They lack motivation and are difficult to teach;
- They have established patterns of poor behaviour;
- They need contact with adults who can demonstrate that they are caring, supportive and reliable;
- They need to address their own feelings as well as their behaviour;
- They have little to show for their years at school.

At St. Philip Neri with St. Bede, we encourage improvements in behaviour by:

- Expressing our faith and the religious teachings of the Catholic Church;
- Our low key responses to early signs of difficulties. For example:
  - Enabling 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.
  - Developing individual behaviour plans and sharing these with the necessary staff.

- Adjusting uniform requirements for a pupil with sensory issues.
  - Training for staff in understanding conditions such as autism.
  - Utilising separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.
- Working in direct partnership with SENCo, Teaching Assistants, Support Staff, our Child and Family Support Worker, parents and external agencies, if applicable;
  - Firmly helping pupils to take responsibility for the outcome of their behaviour;
  - Being realistically selective about behaviour to focus on and behaviour to ignore;
  - Maintaining a balanced view of a young person's behavioural range;
  - Acknowledging relative improvements in a pupil's behaviour and building positive on these;
  - Using our Dojo Reward System to good effect;
  - Adapting our expectations for some pupils in how they follow the Behaviour Curriculum. For example, some pupils may find it very uncomfortable to maintain eye-contact with adults or frequently display 'wonderful walking'. Sensitivity must, therefore, be applied at all times by all staff when reinforcing the behaviour curriculum.
  - Celebrating achievements with parents/carers in assemblies and sharing successes with the pastoral team.

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

## 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 (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/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 is likely to include daily check-ins and reintegration meetings.

## 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.

### 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:

- The Behaviour Curriculum
- The needs of the pupils at our 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 pupil support units, off-site directions 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 the Senior Leadership Team.

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 full 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 Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body annually.

## 14 Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Exclusion policy
- Alternative Policy
- Child protection and safeguarding policy
- Physical restraint policy
- Behaviour Curriculum
- Anti-Bullying Policy

## Appendix: 1-2-3 Magic by Dr. Thomas Phelan

1-2-3 Magic is a programme that shows teachers how to establish and maintain good discipline habits in the classroom. A key element of 1-2-3 Magic is the ‘no talking, no emotion’ rule. This means that adults when use counting as discipline, do not talk, explain or rationalise with a child, and do not get angry or emotional during or after. The impact of this is that it makes a child think about their behaviour and take responsibility for the choices they make. This is essential to the effectiveness of 1-2-3 Magic (*1-2-3 Magic, Dr Thomas W. Phelan*). It also ensures the flow of learning is not disrupted for the rest of the class. ‘The longer each negotiation around behaviour takes for the few, the less time you can give to the many.’ (*Paul Dix, When The Adults Change, Everything Changes. 2017*)

Here’s how 1-2-3 Magic is implemented at St. Philip Neri with St. Bede:

Caution	Last Chance	Consequence	Restorative Repair
1	2	3	Magic

### Caution

The teacher/adult says, “That is **one**” or simply “**one**” and may show a **1** on their hand or may show a **1** with no words. This demonstrates to the child that the behaviour they are displaying is not acceptable and they are being given a chance to rectify this.

### Last Chance

If a pupil continues to display unacceptable behaviour after one then the adult says, “That is **two**” or simply “**two**” and may show a **2** on their hands or may show a **2** with no words. The child will now be aware that this is their final chance to rectify their behaviour.

### Time To Think

If after **two**, the pupils’ behaviour remains unacceptable then the adult says, “That is **three**” or simply “**three**” and may show a **3** on their hands or may show a **3** with no words. Once an adult gets to **three**, the pupils needs to have 5 minutes Time To Think. It is at the discretion of the staff member as to where this period of time out happens. For example if this is during playtime, they may be asked to stand with the staff member or sit on a bench; if this is in the classroom ,they may be asked to go to another classroom (typically, their Buddy Class), if the pupil is in the Dining Room, they may be asked to have some time in another area of school, for example, The Hub.

Following Time To Think, the pupil and the member of staff should have a *restorative repair* conversation. The timing of this should not interfere with any other pupils learning. This restorative repair may include one of the below reflective consequences alongside a restorative conversation.

### Reflective consequences (this list is not exhaustive or necessarily sequential)

- i. Thinking time in class.
- ii. Doing unsatisfactory work again or finishing work at another time, e.g. playtime or at home.
- iii. A natural consequence as a result of their behaviour.

### Restorative conversation

We recognise that things don't always go well and that we sometimes make mistakes or poor choices. A conversation takes place with the purpose of **restoring, repairing** and **rebuilding**. The conversation is likely to be based on these five questions:

1. What happened? (Neutral, dispassionate language and tone). Support the child to recognise and use appropriate terminology, e.g. I noticed that you become dysregulated, or your behaviour was too physical.
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make other people feel?
5. Who has been affected and how can we put it right?

For younger children, we recognise that five questions is too much. Instead, the adult will choose two questions they think are most pertinent to the incident or that they want to focus on with the child. It is suggested that adults focus on :

1. Who has been affected?
2. What can we do to make it right.

**It is important to note that restorative conversations are only impactful when the child and adult are in a calm, regulated state.**

The key thing here is to support the children to see how the impact of their behaviour is not restricted to them alone but also to help them understand that we can restore and repair what went wrong and rebuild relationships.

**The incident should then be recorded on CPOMS.**