



St Mary's Catholic First School **Behaviour & Exclusions Policy**



Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership

Part of the Bishop Wilkinson Catholic Education Trust
Company Registration Number 07890590

Signed by Chair	Mrs. N. Vaughan
Statutory Policy	Yes
Required on Website	Yes
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Reviewed by	Mrs. S. Oakes

1. Purpose

At St Mary's Catholic First School we recognise that everyone is a unique person, created in the image of God. We recognise the differing personalities that make up our school community and are determined to ensure that we meet the educational, personal, social and spiritual needs of all our children. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring, Christian community whose values are built on mutual trust and respect for all. The school Behaviour and Discipline policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It has been informed by the Governors statement on behaviour, and it aims to provide an environment where:

- Everyone feels happy, safe and secure;
- Good relationships are promoted, so that people can work together with the common purpose of helping everyone to learn;
- Everyone can work together in an effective and considerate way;
- There is a calm and purposeful atmosphere to support learning;
- Increased independence, self-motivation and self-discipline are encouraged so that each child learns to accept responsibility for their own behaviour;
- Success, inclusion and self-worth are valued;
- Misbehaviour is dealt with in a reasonable, consistent and fair manner, taking into account SEN, disability and the needs of vulnerable children;
- Pupils become positive, responsible and increasingly independent members of the school community.

We treat all children fairly and apply this behaviour policy in a consistent manner.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

We consider that the attitude of all staff is crucial to the success of this policy. Staff are and must consider themselves responsible at all times for the behaviour of pupils within their charge.

Dealing with incidents will involve a range of approaches. The class teacher will be the first point of contact regarding issues around behaviour. This will be escalated to the Headteacher as appropriate, in line with this policy.

2. Health and Safety Rules

These rules are important to ensure that everyone recognises health and safety is a shared responsibility:

- Children should walk round the school quietly, entering and exiting the building, and all areas of school, in a safe and sensible manner;
- Children should not go onto the playground without permission/supervision;
- Children must ask permission to come into school at playtimes or before school;
- Children must wait with their class teacher for their parents at the end of the day, unless they are in year 4 and have written permission to walk home;
- Children should not bring any possessions, implements or objects which could be dangerous to themselves or others into school.

3. Pupil Rights and Responsibilities – shared during class times and assemblies

Pupil Rights	Pupil Responsibilities
I have the right to be happy and to be treated with compassion in this school. This means no one will laugh at me or hurt my feelings	I have the responsibility to treat others with compassion. This means I will not laugh at others, tease others, or hurt others' feelings
I have the right to be myself in this school. This means no one will treat me unfairly because of weight, gender, appearance, height, race, disability, faith beliefs, accent, hair colour etc	I have the responsibility to respect others as individuals and not treat others unfairly because of weight, gender, appearance, height, race, disability, faith beliefs, accent, hair colour etc
I have the right to be safe. This means no one will intentionally hit me, kick me, push me, pinch me, threaten me, hurt me, send me hurtful messages using electronic devices.	I have the responsibility to make others feel safe by not intentionally hitting, kicking, pushing, pinching, threatening, hurting anyone or sending hurtful messages using electronic devices.
I have the right to be listened to if I am worried or hurt. This may mean talking to my teacher, head teacher, lunchtime supervisor etc	I have a responsibility to let an adult know about my hurt or worries, be truthful and not to cause others to worry or feel uncomfortable in any way
If I choose not to follow the policy I have the right to be spoken to calmly, and not be disciplined excessively in front of others.	I have the responsibility to listen to advice given to me. If my behaviour does not improve I must accept that further action may be taken.
I have the right to expect my property to be safe in this school.	I have the responsibility to look after property at school and not to damage or take the property of others. I should not bring my own possessions into school other than those needed for the school day.

I have the right to show pride in my appearance.	I have the responsibility to wear the the appropriate uniform (including PE kit) and follow the school rules on presentation.
I have the right to be spoken to politely, calmly and respectfully by all others.	I have the responsibility to help maintain a polite, calm and respectful environment

4. Parent Rights and Responsibilities

Parents Rights	Parents Responsibilities
To be given a copy of the Behaviour Policy (the latest copy is always available on the school website)	To teach children socially acceptable standards of behaviour.
To be spoken to with courtesy, at all times, regarding school matters.	To share concerns/queries with staff in a courteous manner – ensuring any contact between home and school is conducted in a mutually respectful and non-aggressive manner
To expect that my child will be taught in a safe and respectful environment.	To support the school in sustaining a welcoming, caring and safe environment for all children. To consider the safety of all members of the school community, this means following school guidelines for 'dropping off 'and 'collecting' pupils at different times during the day. Respect school safeguarding guidelines – this means, for example, refraining from entering porch areas, classrooms without permission.
To be informed appropriately, if there are issues regarding the behaviour of my child.	To work with the school to improve the behaviour of my child.
To be informed if my child has been hurt or upset by the behaviour of another child.	To respect the professional judgement of teaching staff in regard to which incidents are of sufficient severity to require reporting to parents
To contact teachers or the school office with questions regarding this policy or other school matters.	To accept limitations on time and, if required, to make an appointment, to talk with class teacher or headteacher, either by phone or in person.
To be listened to by school if I feel the	To approach the headteacher first with a

<p>policy has not been followed appropriately e.g. I can expect the headteacher or senior member of staff to record a detailed account of my concerns in order to investigate the issue thoroughly. I can expect honest and comprehensive feedback as soon as practicably possible or as agreed in the initial meeting. If the issue is not resolved, concerns can be escalated via the school complaints procedure.</p>	<p>concern and to give school the time and opportunity to investigate issues thoroughly. Be willing to listen with an open-mind and actively work with the school to reach a satisfactory resolution. If necessary, follow the school complaints procedure to try to resolve issues.</p>
<p>To expect supervision of children as set out in school policy, e.g. drop-off and collection times.</p>	<p>To adhere to the timing of the school day and to inform school immediately if there are any difficulties regarding drop-off or collection.</p>
<p>To be welcomed to support my child in school and at sporting events, where spectators are permitted.</p>	<p>To respect the judgement of the adults leading/involved in any activity where parents are welcomed, and if there are any concerns to ensure any communication is conducted in a mutually respectful and non-aggressive manner.</p>

5. Staff Rights and Responsibilities

Staff Rights	Staff Responsibilities
<p>To be treated with respect by parents, pupils and colleagues.</p>	<p>Communicate classroom expectations/consequences to parents and pupils. To communicate with pupils in a quiet, calm and measured manner.</p>
<p>To be able to teach without disruption from pupils.</p>	<p>Demonstrate respect and care for pupils.</p>
<p>To adhere to and apply the Behaviour Policy appropriately.</p>	<p>To apply sanctions and strategies which are appropriate to the age of the child. To apply discipline proportionately and with discretion. To apply policies fairly and without bias at all times. Where incidents are concerning children related to the staff member, they should excuse themselves from further involvement.</p>

To be supported by a senior member of staff regarding any behaviour issues.

To implement the Behaviour Policy or seek advice/clarification from a senior member of staff, if necessary.

St. Mary's Behaviour Curriculum

At St Mary's we develop children's character through our '[Behaviour For Learning](#)' curriculum. In order to build character, we define the behaviours that we expect pupils to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them.

6. Teaching the behaviour curriculum

Behaviour Curriculum and Pocket Principles

At St. Mary's, curriculum content relating to behaviour expectations is taught in depth during Autumn Term 1 and revisited regularly throughout the year in line with our Behaviour Curriculum. Expectations for behaviour, clearly summarised in the 'Summary Pupil Posters' (Appendix C), which are displayed in every classroom, and reinforced through the use of key acronyms across the school environment. Our 'Pocket Principles' underpin St. Mary's vision and values—Aspiration, Well-Being, and Global Citizenship. These three 'pocket' principles guide all aspects of behaviour:

Be Respectful, Be Responsible, and Be Ready to Learn.

Pupils are expected to know examples of each principle and demonstrate them consistently in lessons, around school, and in the wider community. Below are some examples of these three principles:

Be respectful	Be responsible	Be ready to learn
<ul style="list-style-type: none"> • Say please and thank you • Hold doors open for adults & each other • Talk kindly to other pupils • Say good morning/ afternoon to adults & each other. 	<ul style="list-style-type: none"> • Completing homework on time • Remembering to bring equipment to school • Tidying up your own workspace and the classroom • Accepting responsibility if you make a mistake and saying sorry. 	<ul style="list-style-type: none"> • Listening carefully to the teacher • Giving adults 100% of your attention • Working hard on tasks given • Being in the right place at the right time • Settling to work quickly.

The process for teaching behaviour explicitly is as follows:

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

It is essential that all staff know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

7. Rewards for Good Behaviour

Promoting positive behaviour:

Staff use praise and positive reinforcement to promote caring attitudes among the children. We also encourage good behaviour through the following use of 'rewards':

- Each teacher has autonomy to introduce specific class rewards. At St Mary's we feel this allows staff to be responsive to the different ages/needs/context of the class. This should be clearly communicated to parents at the beginning of each school year.
- Class attendance awards
- Spoken praise
- Written comment in workbook
- Stickers/Badge or rubber stamp
- Valuing work in front of peer group, other year groups/assemblies (eg Achievement assembly)
- Visit to another teacher/headteacher for commendation
- Additional responsibility (eg Special Friends/buddies/monitors)

We work to develop self-esteem, self-efficacy and self-advocacy within our learners through consistent use of modelling, encouragement, praise, positive reinforcement.

Sending pupils through to another teacher to show their good work is a useful reward system. However, please be mindful not to constantly interrupt other teacher's lessons. If sending pupils through do so at a convenient time towards the end of the lesson and send all pupils through together.

Mission Statement Values- 'We love, , We learn, We live as followers of Christ'

Children are to be recognised for living out and demonstrating any of St. Mary's core mission values. Each week class teachers and/or parents will select children who have

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demonstrated these values. As such a set of value cards (Appendix A) will be sent home with each child so that parents who wish can return them to school for the attention of the class teacher. However, this could also be passed on by means of a phone call/verbal message and/or email.

'We love'-To be awarded this a child will have demonstrated an act of kindness to others e.g. helping a friend who has fallen over, inviting others to play, compromising in a game etc.

'We learn'-To be awarded this a child has demonstrated that they have made a concerted effort in their learning and/or the learning of others e.g. giving a class/school presentation, improving a piece of work, showing resilience etc.

'We live'-To be awarded this a child has demonstrated that they have participated fully in extra-curricular activities either within or outside of school (including charitable events) e.g. running club, swimming badges, charity run etc.

Parents/carers will also be able to share a values card for their child each half term. Those children recognised will be awarded their Values Card & sticker during our weekly Celebration Assemblies each Friday.

Attendance

Each week the class with the greatest attendance will receive a large gold star to display on their classroom door, they also get to take 'Attendance Ted' our school attendance mascot to their classroom for the week. The class 'gold star' winners gain 5 minutes extra playtime that week. All attendance is celebrated in school, at the end of each half term pupils are presented with prizes related to their level of attendance. Those with 100% attendance receive a special golden certificate, awarded during the final celebration assembly each half term and their names are entered into a draw to win a hamper of goodies. In addition, all children with attendance of 96% and above have their photograph displayed in a central display in school.

Please see Attendance Policy.

8. Sanctions

Despite our best efforts, there are occasions where children behave inappropriately in school. This has an impact on their friends, teachers, school and families. It is very important that children are aware of the consequences of unacceptable behaviour. This should include:

- Understanding what he/she has done wrong
- Talking with the member of staff about the possible consequences of their behaviour. If appropriate, the child will be asked about their views regarding appropriate consequences
- Listening and responding to advice given by the staff member
- Making peace and working successfully with someone to build bridges.

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Everyone within our school must remember that we are a forgiving community.

We believe that sanctions are most effective applied fairly and calmly. Children are given the opportunity to explain the reasons for their actions. Pupils need to know why sanctions are in place and should be given the opportunity to make amends. Sanctions are applied in a way that maintains self-respect and should never be used to humiliate.

Examples of unacceptable levels of behaviour (in no particular order):

- Rough play in the playground
- Throwing things inappropriately
- Disrespectful attitude towards others (adults or peers)
- Name-calling
- Disruptive classroom behaviour
- Not producing expected work in class
- Swearing
- Spitting
- Deliberately causing minor damage to property
- Unkindness to other children
- Persistent name-calling or teasing, including homophobic and racist taunts
- Isolating others from peer group
- Repeated failure to complete homework (age appropriate - school will alert parents)
- Bringing into school possessions, implements or objects which could be dangerous to themselves or others.

9. School response to challenging behaviour

Responding to challenging behaviour (some suggestions for staff-pupil dialogue):

-Accept, Acknowledge, and Empathise – “I can hear that you are really frustrated about it. That must be tough for you” (As the adult you do not have to agree).

-Throw a lifeline. Protect their self-worth – “We want to help. Let’s work together on this”.

-Listen to understand – Be matter of fact. Be kind. Stay in positive positions!

-Problem solve (get the learner to come up with a solution that works for both of you) – “What do you need now to do well in this lesson / feel calm?”

Consequences Ladder

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Visible in each classroom is a colourful consequences ladder (Appendix B) outlining to staff and pupils the possible consequences for inappropriate behaviour in school. These are outlined below:

Consequence Ladder	Poor learning choices	Possible consequences
Level 1	Talking / getting out of place at the wrong time Distracting other children from their learning Wasting time Shouting out Bad manners Play fighting Pushing in line Making silly noise to distract others Running or being silly in the corridors	Reminder of the school/classroom expectations Being moved Being sent back to show they can make the right choice (walk down the corridor sensibly etc) If a child has spoken inappropriately, they will be asked to apologise. Being given time out to think about their actions and possible solutions to ensure it does not happen again
Level 2	Deliberately repeating Level 1 behaviours Choosing not to focus on work, even after an adult has asked you Deliberately annoying other learners Name calling / teasing other learners Not looking after school property Not being respectful towards members of staff Physical contact in reaction to an incident	Staff will explain that the behaviour is not acceptable Writing a letter or drawing a picture to apologise Missing some or all of playtime Finishing work that has been missed Losing privileges until behaviour has improved A teacher will let parents know what has happened – either in person or via a phone call
Level 3	Deliberately repeating Level 2 behaviours Constantly stopping other learners from learning Repeated name calling / teasing Choosing not to follow school expectations most of the time Inappropriate language Saying or doing threatening things such as swearing/ pushing/shoving/hitting /suggested bullying/ name calling/falling out etc	Sent to work in a different class Child to have discussion with the Headteacher or a member of the SLT to discuss ways forward Teacher will meet with parents to discuss way forward Letter of apology to be written at home Loss of privileges until behaviour has improved significantly Missing some or all lunch play time (see staff rota)
Level 4	Deliberately repeating Level 3 behaviours Continued previous behaviours despite intervention Disrespectful to staff or not following staff instruction appropriately	Kept away from other learners until poor behaviour choices have improved Repairing any damage that has been caused Spending time at home to write or draw to explain what happened, why it

	<p>Damaging school property or other children's belongings on purpose</p> <p>Fighting and/or hurting other learners on purpose</p> <p>Bullying</p> <p>Theft</p> <p>Using inappropriate language to staff or learners</p> <p>Using racist, anti-disability or homophobic language without any understanding.</p>	<p>was wrong and why this will not happen</p> <p>Internal seclusion if behaviour is impacting the well-being of other children</p> <p>Possible use of report sheets to address issues</p> <p>Formal meeting parents / carers with Headteacher</p> <p>Possible fixed term exclusion</p>
Level 5	<p>Continuing with the Level 4 behaviours</p> <p>Not following adult instructions</p> <p>Aggressive behaviour towards staff</p> <p>Swearing at staff</p> <p>Threats made against staff</p> <p>Complete refusal to follow staff's instructions</p> <p>Racism or discrimination</p> <p>Issues involving media such as Facebook, mobile phones and Youtube</p> <p>Using racist, anti-disability or homophobic language with understanding</p> <p>Anything of a serious nature that could endanger themselves, others or damage school property.</p>	<p>Formal meeting with parents / carers with Headteacher</p> <p>Time off the playground</p> <p>Internal fixed term exclusion for a period of time</p> <p>Fixed term exclusion for a period of time or permanent exclusion.</p>

All negative behaviour incidents are logged by staff on Arbor (and/or CPOMS if it also comes under safeguarding). Once logged on Arbor/CPOMS the relevant staff member(s) will be alerted and will decide on the most appropriate consequences, given the nature of the incident and the pupil(s) involved.

10. Individual behaviour plans

As an inclusive Catholic school, it is our mission to support pupils with a range of specific needs – some of which may impact on behaviour. Where appropriate, and through dialogue with parents/carers, a behaviour plan will be devised for an individual pupil. The main purpose of this is to help the pupil behave in an acceptable manner in order to gain the most from school life ensuring neither the individual nor other pupils are adversely affected by negative behaviour.

11. Bullying (see also anti-bullying policy)

Bullying is totally unacceptable in St. Mary's and will not be tolerated, however, it can be used inaccurately to describe a one-off incident between pupils. Bullying is an imbalance of power. One or a group of individuals intimidating another by threatening, physically or emotionally hurting them. It is usually repeated, and usually deliberate, but the intention and perception of bullying can be different in every case.

Bullying can be:

- Physical
- Verbal
- Online

The root of bullying can be complex, which is why any suspected bullying needs thorough investigation. We work hard to get the following messages over to children. If you think you are being bullied:

- ✓ Tell us the truth including any aspects you yourself may have been involved in (it gives us an honest picture);
- ✓ You will be listened to;
- ✓ We will help.

We will try to:

- ✓ find out the facts;
- ✓ stop any inappropriate behaviour;
- ✓ make you feel safe

If children do not want to directly approach a member of staff, they have access to 'Let's Talk' boxes around school – these can be used to share their concerns.

12. Role of Parents

Parents are advised to inform the school immediately if they suspect that their child is being bullied. The school will investigate and respond to findings and support as appropriate. If a child is shown to have been using bullying behaviour the school would expect the support of parents in dealing with the problem. In such circumstances parents will be made aware that the school is not only concerned with the victim but also that the bully realises such behaviour is not acceptable in a caring community. The process of dealing with a bullying situation will only be successful if parents are supportive.

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's SMFS Behaviour & Exclusions Policy

learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions as a consequence, parents should support the actions of the school.

13. The Role of the Head Teacher

It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all the children in the school.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head teacher keeps records of all reported serious incidents of misbehaviour.

The Head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. Both these actions must be reported to school governors.

14. Use of reasonable force

Staff may use **reasonable force**—defined as the minimum necessary and proportionate physical intervention—to prevent a pupil from causing harm to themselves, others, or property, or to maintain safe and effective teaching and learning. This power should only be exercised when non-physical strategies have failed or when urgent action is needed to avert harm. All situations must align with the **DfE's statutory guidance, *Use of reasonable force in schools*** (last updated January 2025), which emphasises that interventions must be lawful, necessary, and proportionate. [\[gov.uk\]](https://www.gov.uk)

From **September 2025**, schools must **record all significant incidents** involving reasonable force and **report these to parents** in accordance with the revised guidance on restrictive interventions. Any use of physical intervention is **promptly documented**, reported to the Headteacher, and communicated to parents as soon as possible. Staff are trained to follow this guidance and to prioritise **de-escalation and safeguarding** in all circumstances.

For further detail refer to the Positive Handling Policy.

15. Fixed-term and Permanent Exclusions

The decision to exclude will not be taken lightly and only:

- In serious breaches to the school's behaviour policy and;
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Factors to consider before making a decision to exclude

At St Mary's we will not impose exclusion in the heat of the moment unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Head teacher will:

- ensure that an appropriate investigation has been carried out;
- consider all the evidence available to support the allegation;
- allow the pupil to give his/her version of events;
- check whether bullying may have provoked the incident;
- if necessary, consult others;
- keep a written record of the actions taken and copies of written records made by other members of staff, including any interview with the pupil concerned. Witness statements will be signed and dated wherever possible.

Only the Headteacher (or acting Head teacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. This may be on a fixed term or permanent basis. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a pupil she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Local Governing Committee. The school informs the parents how to make any such appeal.

The Head teacher must also notify the parents that for the first five days of an exclusion parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so. The school will take reasonable steps to set and mark work for pupils during this time.

The Head teacher informs the Local Authority, the Board of Trustees and the Local Governing Committee about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Local Governing Committee itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.

The Local Governing Committee has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeal panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority and consider whether the pupil should be reinstated.

If the governor's appeal panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

For pupils who have been excluded for more than five days within a term the Local Governing Committee may decide to offer the parent a contract that will be signed by all parties to provide support to both the parent and the pupil to improve the pupil's behaviour.

A decision to exclude permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil.

There will, however, be exceptional circumstances where the Head teacher will permanently exclude a pupil for a first or one-off offence.

For further information please see our Exclusion Policy.

16. Child on Child Abuse – Including Harmful Sexual Behaviour and Sexual harassment

Child on child abuse is taken very seriously and all staff should recognise that children are capable of abusing their peers. Education settings are an important part of the interagency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned;

or Whether the perpetrator has repeatedly tried to harm one or more other children;

or Whether there are concerns about the intention of the alleged perpetrator.

In this school child on child abuse will not be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Child on child abuse can be such that girls are more likely victims and boys, perpetrators.

Child on child abuse may take different forms:

There is recent advice on sexual violence and harassment from the Department for Education.

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexting 'Sexting' in schools and colleges: Responding to incidents and safeguarding children & young people

- Initiating/hazing type violence and rituals.

The following steps are taken in school to minimise these risks:

- Provide a developmentally appropriate RHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to and valued
- Robust risk assessments where appropriate.

Allegations of child on child abuse will be investigated by the headteacher/deputy headteacher. The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service can help professionals to assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at:

www.brook.org.uk/our-work/the-sexual-behaviours-trafficlight-tool

Victims, perpetrators and any other child affected by child-on-child abuse will be supported within school as well as through the involvement of external specialists, if appropriate.

17. Complaints Procedure

We strive to be a school where you trust us to support your child, especially in difficult situations. However, we appreciate that in order for us to do this, it may take further action. If you are not happy with the outcome of the initial investigation and / or outcomes, you should refer to and follow the steps outlines in the school's complaints policy.

Parents can refer to the complaints policy via the school website or by requesting a copy from the school office.

18. Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the local governing committee on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records ongoing, minor classroom incidents. The headteacher records those incidents where a child is sent to her on account of inappropriate behaviour. We also keep a record of any incidents that occur at break or lunchtimes; lunchtime assistants give written details of any incidents in the incidents book which is kept in the school office.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the local governing committee to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

19. Review

The local governing committee will review this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.

20. Further Reading Other useful policies

Absconding Policy

Acceptable Use Policy

Anti-bullying policy

Attendance Policy

Exclusion Policy

Safeguarding and Child Protection Policy

Online Policy

Positive Handling Policy

Preventing Radicalisation Policy

Social Media Policy

Appendix A-Mission Statement Value Reward Card

St. Mary's Value Card



We are delighted to inform you that _____ from year _____

has been recognised for demonstrating our school values today. Well done!



We love



We learn



We live

Appendix B-Visual Consequence Ladder

Possible consequences: Formal parent meeting with Headteacher/ Time off playground/Report Sheet/Internal seclusion/ External exclusion

Level 5

Continuing with the Level 4 behaviours Not following adult instructions
Aggressive behaviour towards staff Swearing at staff
Threats made against staff
Complete refusal to follow staff's instructions
Racism or discrimination
Issues involving media such as Facebook, mobile phones and Youtube Using racist, anti-disability or homophobic language with understanding
Anything of a serious nature that could endanger themselves, others or damage school property.

Possible consequences: Formal parent meeting with Headteacher/ Time off playground/Internal seclusion/ Report sheet

Level 4

Deliberately repeating Level 3 behaviours
Continued previous behaviours despite intervention
Disrespectful to staff or not following staff instruction appropriately Damaging school property or other children's belongings on purpose
Fighting and/or hurting other learners on purpose
Bullying
Theft
Using inappropriate language to staff or learners
Using racist, anti-disability or homophobic language without any understanding.

Possible consequences: Moved to a different class/Discussion with the Headteacher/Formal meeting with parents/carers informed/Loss of lunch/break play time/Internal exclusion

Level 3

Deliberately repeating Level 2 behaviours

Constantly stopping other learners from learning

Repeated name calling / teasing Choosing not to follow school expectations most of the time

Inappropriate language

Saying or doing threatening things such as swearing/ pushing/shoving/hitting /suggested bullying/ name calling/falling out etc

Possible consequences Reminders/Letter of apology/Missing playtime at break or lunch/Parents/Carers informed

Level 2

Deliberately repeating Level 1 behaviours

Choosing not to focus on work, even after an adult has asked you Deliberately annoying other learners Name calling / teasing other learners Not looking after school property

Not being respectful towards members of staff

Physical contact in reaction to an incident

Possible consequences Reminders about appropriate behaviours/Being asked to apologise/Time Out

Level 1

Talking / getting out of place at the wrong time

Distracting other children from their learning

Wasting time

Shouting out

Bad manners

Appendix C-Example of Behaviour Expectations Pupil Posters (from Behaviour Curriculum) used in school

<p>Start of Day Routine</p> <p></p> <p>Calmly enter school</p> <p>Always hang your coat and bag up</p> <p>Register with class teacher</p> <p>Engage with task set quietly</p> <p>CARE</p> <p></p>	<p>End of Day Routine</p> <p></p> <p>Straight line</p> <p>Walkers First</p> <p>Await teacher permission to leave</p> <p>No adult near, move to the rear</p> <p>Stay focused on teacher</p> <p>SWANS</p> <p></p>	<p>Moving Around School</p> <p></p> <p>Hands by your side</p> <p>Always calm</p> <p>No talking</p> <p>Direction Forwards Facing</p> <p>Straight line</p> <p>HANDS</p> <p></p>	<p>Manners</p> <p></p> <p>Smile</p> <p>Thank you</p> <p>Excuse me</p> <p>Please</p> <p>STEPS</p> <p></p>
<p>Fantastic Listening</p> <p></p> <p>Engage by facing forwards</p> <p>Always put your hand up to answer questions</p> <p>Remember it's rude to interrupt the speaker</p> <p>Speakers should be listened to</p> <p>Sit up straight</p> <p>EARS(S)</p> <p></p>	<p>Speaking in Class</p> <p></p> <p>Sentences – no single word answers</p> <p>Hand away from mouth</p> <p>Articulate – don't mumble</p> <p>Project a loud clear voice</p> <p>Eye contact</p> <p>SHAPE</p> <p></p>	<p>Positive Playtimes</p> <p></p>	<p>Lovely Lunchtime</p> <p></p>