

# St Marie's Catholic Primary School

“Learning through faith, love and  
respect”



## Special Educational Needs and Disability Policy 2024-2025

Date Reviewed:	1/9/2024
Person Responsible:	Headteacher

Signed:  Mrs F Jackson (Headteacher)

Signed:  Dr R Burgess (Chair/Governor)

## LEARNING THROUGH FAITH, LOVE AND RESPECT

### BEHAVIOUR POLICY

#### **Genesis 1: 27**

“God created man in the image of himself. And so it was that God saw all he had made and indeed it was very good”

St Marie’s is a Catholic school and our policy is based on the knowledge that God is present in each member of our school community. We demonstrate respect for each person created by God. Our behaviour policy reflects a positive approach with reconciliation forming a clear and important element. All members of the school community including children staff parents and governors have been consulted regarding this policy.

#### Statement of intent

St Marie’s believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school’s policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and wider community to promote consistent support for pupils’ health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

### **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2011
- Education Act 2011
- Equality Act 2010
- Education and Inspections Act 2024
- Health Act 2022
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) ‘Behaviour and discipline in schools’
- DfE (2024) ‘Keeping children safe in education 2021’
- DfE (2022) ‘Sexual violence and sexual harassment between children in schools and colleges’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2024) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2023) ‘Use of reasonable force’
- DfE (2022) ‘Searching, screening and confiscation’

All rules are based on the following principle

“Treat others as you would like to be treated”

### **CODE OF CONDUCT**

- All members of the school community show respect and consideration to others at all times.
- All children are expected to respect their teachers, other adults and fellow pupils; and to respect property and keep the school clean and tidy
- Work hard and try to do your best at all times

- All children are asked to be honest, well-behaved, well-mannered and attentive
- Children should walk (not run) when moving around school;
- Everyone should try to listen and understand other people's point of view.
- Foul or abusive language must not be used;
- Children are expected to be punctual;
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents may lead to exclusion.
- Children must not bring sharp or dangerous instruments to school, or any item which may cause a problem including chewing gum
- Children should wear the correct school uniform with sensible footwear and only a wristwatch as jewellery

## **Roles and responsibilities**

The **governing board** has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy

The **head teacher** is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The **SENCO** is responsible for:

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

**Teaching staff** are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

**All members of staff**, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.

As authorised by the headteacher, disciplining pupils who display poor levels of behaviour.

This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

**Pupils** are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

**Parents** are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

### **Rewarding good and appropriate behaviour**

The aim of the school policy is to encourage children to practice good behaviour at all times by implementing a consistent system of praise and reward. This applies to all children.

A wide range of rewards are used to reinforce positive behaviour. These can include

- A Smile

- Name in Golden Book on Friday
- Getting put in the Golden book, getting a certificate and standing up in Golden assembly
- Gold stars
- Praising good behaviour or work and making praise descriptive rather than bland eg “ I like the way you ...”
- Giving stickers, stars and badges , postcards
- Team/ House points
- Sending pupils to show other adults or pupils their achievements
- Letting children hear us talking positively about them to others;
- Relating the praise to the learning objectives, success criteria or to a pupil's individual learning targets.
- Praising behaviour which relates to school or classroom rules or the pupil's own behaviour targets.
- Reporting excellent behaviour to parents through the daily planner or a letter
- Headteacher's rewards, certificates and hot chocolates
- Postcard home

### **Managing inappropriate behaviour**

Pupils often behave badly because they are upset, which makes them feel lonely. Acknowledging a pupil's feelings breaks through the loneliness and makes the pupil feel cared for and less likely to seek attention inappropriately.

If behaviour is unacceptable we use our traffic light system of rewards and sanctions to modify or change individual children's behaviour

We -

- Always remain calm and objective
- Anticipate behaviour and try to prevent it from occurring
- Make the distinction between the behaviour and the pupil. We always acknowledge that children are good (see the reference at the beginning of this policy). Children are never “naughty”. We say ‘that was a silly thing to do’ rather than ‘you are silly’ or ‘What should you have done/be doing now?’
- Try to ascertain the root cause of the problem and talk to the pupils individually without an audience
- Communicate empathy by reflecting their viewpoint back so as to defuse the situation
- Discuss the consequences of their actions and give pupils choices. Help them to realise that they are in control and can bring about a change
- Avoid nagging and lecturing as it feeds pupils who are hungry for adult attention
- Apologise when we make mistakes
- Use Restorative Justice techniques & conferences in resolving issues where there has been a victim or victims – see appendix and Anti Bullying Policy

### **SANCTIONS**

Sometimes children make the wrong choices. Children need to discover where the boundaries of acceptable behaviour lie, as this is part of growing up. This behaviour policy clearly states these boundaries.

Breaches of discipline are dealt with by the class teacher in a caring, supporting and fair manner, with some flexibility depending on the age or understanding of the child, using the Traffic Light System. **See Appendix A**

Children are made aware that they are responsible for their own actions and that breaking rules will lead to certain sanctions. When a sanction needs to be given but there is no time in the school day – this will be carried out on the next appropriate and available time.

### **Behaviour beyond the school gate**

All pupils are expected to behave in a manner which does not threaten the health and safety of other pupils, staff or members of the general public. This includes the journey to and from school, on educational visits and the acceptable use of the Internet, digital recording devices and mobile phones.

Any non- criminal bad behaviour and bullying which is witnessed by a staff member or reported to school will result in the sanctions in the school policy being implemented. All criminal behaviour will be reported to the police.

Subject to the school's behaviour policy, the teacher may discipline a pupil for: Any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or □ poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

### **Searching pupils and their possessions**

Searching pupils – school staff can search pupils with their consent for any item which is banned by the school rules.

The Headteacher and staff authorised by the Head teacher have the power to search pupils or their possessions without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items. If a pupil refuses to be searched the police will be called.

### **Confiscation, Retention and Disposal**

Confiscation – Staff may confiscate items such as mobile phones should be handed in at the beginning of the day and sharp objects if they are deemed inappropriate. If safe to do so these items will be returned to the child or their parents or carer at the end of the day.

Retention or disposal of a pupil's property- inappropriate items such as knives, cigarettes and any item which may be used to commit an offence and items banned under school rules will be retained and disposed of safely

### **Staff development**

Staff will be involved in the annual review of this policy and other relevant policies e.g. Child Protection, Safeguarding, Anti Bullying etc.

LA professionals provide INSET as required and staff needs are identified through the annual professional development interview or Performance Management cycle. The Nurture Leader/ SLT and /or PSHE Leader attends network meetings and disseminates information to staff.

The SENCO or other members of staff also provide training. A list of staff who have been provided with De-escalation training is held in the school office.

### **Use of Force to control or restrain pupils –**

All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of Education and Inspection Act 2006 and the Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008), and Ensuring Good Behaviour in Schools (2011) *Staff will be updated of any changes made by the government relating to the Use of Force*

All School staff have the power to use reasonable force.

Staff only intervene physically to control or restrain children to prevent injury to a child/children, or if a child is in danger of hurting him/herself or others, or of causing damage to the property of any person, or from causing disorder e.g. teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so they will be physically removed

The actions of staff will always be in the best interest of the child and are in line with government guidelines on the Use of Force. force (Ref ISBN 978-1-84775-751-7 ). Under no circumstances will physical force or restraint be used as a form of punishment.

Where it is felt that a child may need to be restrained a **positive handling plan** will be written and shared with relevant staff and parents.

### **Dealing with allegations of abuse against teachers and other staff**

- All allegations of abuse must be taken seriously, the quick resolution of that allegation will be a clear priority to the benefit of all concerned
- In response to an allegation, staff suspension will not be the default option. An individual will only be suspended if there is no reasonable alternative
- All allegations should be reported straight away, normally to the head teacher or in the absence of the head teacher, or in cases where the head teacher is the subject of the allegation or concern to the chair of governors.



- The local authority designated officer (LADO) will investigate all cases and can provide advice.
- Pupils that are found to have made malicious allegations are likely to have breached the school behaviour policy. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

## **Exclusion**

We do not wish to exclude any child from school, but sometimes this may be necessary. Only the Head teacher (or a member of the SLT acting on behalf of the Headteacher) has the power to exclude a child from school. The Head teacher will take into account all the circumstances, the evidence available and the need to balance the interests of the pupils against those of the whole school community.

The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a child the parents will be informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term. School is under a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period exclusion of more than 5 consecutive school days. The Local Authority is under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The Governing Body 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 appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA and consider whether the child should be reinstated.

If the governors' appeal panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

### **Additional support**

The school SEND procedure can provide additional support for parents and pupils who have social emotional and behavioural needs.

If necessary pupils will be offered support through the use of Nurture provision, LEGO therapy, Wave 2 individual/group work. Some pupils who are offered this may also be at WAVE 3 Code of Practice for Special Educational Needs. For pupils with more significant difficulties/challenges the school will work in partnership with outside agencies

e.g. Behaviour Support Team. Targeted Education Team, Educational Psychology Service, Counselling Service

The school may also consider the involvement of the school nurse, other health services and social care.

School has a counsellor who works in school for ½ a day a week.

STARTWELL TEAM Early Help process (following Earliest of Help process in school), Wigan Family Welfare, and other partnership support services may be able to offer further support.

Reasonable adjustments to the rewards, sanctions and teaching strategies within this policy will be considered dependent on the individual circumstances of each child. All staff will be made aware of the adjustments to be made.

### **Monitoring and Review**

The Head teacher monitors the effectiveness of this policy each year and reports to the Governing Body on the effectiveness of the policy and if necessary makes recommendations for further improvements.

The Traffic Light System will be monitored termly by the SLT.

A copy of this policy is available on the website. The policy is given in full to all new parents of children starting St Marie's School. A paper copy is available to all who request it. Reminders are issued at the beginning of each school year.

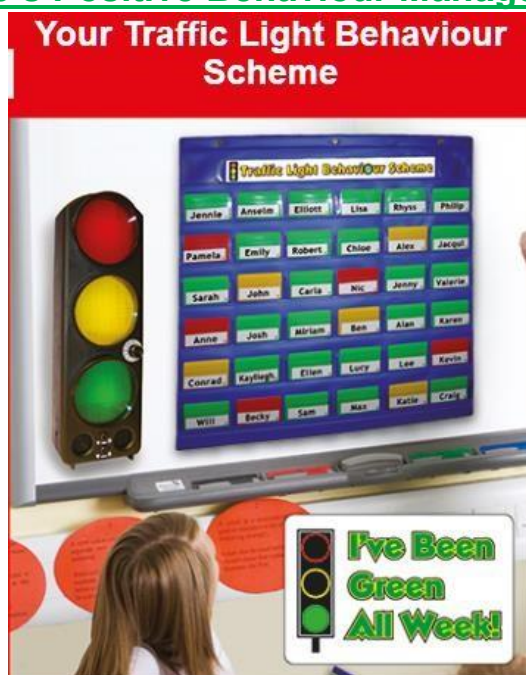
The school and the governing body will seek to ensure that no child is treated unfairly because of faith, race or ethnic background, gender or disability.

The governing body reviews this policy every year. 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.

### **APPENDIX A below**

## APPENDIX A

### Saint Marie's Positive Behaviour Management 2021



All children will start every day on green.

For any unwanted behaviour staff, including Welfare staff and B and A staff, will give a 'look', a verbal warning and then the 'stop and think card'. The child will have a few minutes out to stop and think about what they could do differently – what are the right choices? How can they fix it? What could they change? Encourage calm breathing exercise etc. Talk to the class about what they could do in this situation during a PSHE lesson.

Welfare staff could stand with them for a few minutes to reflect and think about behaviour. Restorative questioning – “ Tell me what happened”, What have you thought about since?”, “ How do you feel ?”, “Who has been affected?”, “What do you think you need to do to make things right?”

We aim to give the children opportunities to change their behaviour. We recognise staff need to stay positive.

If unacceptable behaviour continues the child will get an amber card. If this happens at lunch time welfare staff will write in their duplicate book what has happened and at the end of lunchtime give a copy to the welfare staff member looking after that child's class. That staff member, on bringing the class in from lunchtime, will change the colour of the card for that child and put the duplicate copy of what happened on the teacher's desk. Teachers and teaching assistants keep records of incidents that occur using the electronic CPOMS.

Children need the opportunity to get back to green so staff look for positives and a change in behaviour or attitude and reward it as soon as they see it to recognise the change. Again we are giving the children every possible chance to be green!

If the behaviour continues further the child will get a red card. If this happens, then in the child's own time i.e break or lunchtime, they will complete a behaviour reflection sheet with Headteacher or senior leadership team to help them think about what happened and what they can do to fix it. A copy of this will be sent home for parents to read and sign. See below

For children who are green all week they will receive a gold value sticker. These are displayed in the Home School Diary at the back.

Team points are awarded for work and gold stars for living our our School Core Values.

All staff know they need to be –

**Clear**

**Consistent**

**Fair**

**Calm and positive whenever possible!**

<p>Some examples of behaviours that may lead to an amber card</p>	<p>Some examples of behaviours that may lead to a red card</p>
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<p>Persistent – Refusal, ignoring  Disturbing the class  Talking at the wrong time  Not listening  Name calling , Shouting out  Answering back  Inappropriate language  Misuse of equipment  Distracting others  Disrespectful to staff  Impoliteness/rudeness– for example – disapproving looks, ignoring instructions, shrugging shoulders, turning the other way, not answering a member of staff  Rough play</p>	<p>Fighting  Violence towards staff  Swearing  Racist comments  Bullying  Continuing with behaviour that lead to amber card</p> <p><b>Sexual Violence and Sexual Harassment- zero tolerance</b>  <b>Online harassment- zero tolerance</b>  ‘A whole school approach to safeguarding, a culture that makes clear that there is a zero-tolerance approach to sexual violence and sexual harassment and that it is never acceptable, and it will not be tolerated, and a strong preventative education and environment in which all children at the school are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made.</p>
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**Saint Marie’s Reflective Behaviour Log You had a red card on your class behaviour chart today. Have time to think what happened.**

<p>Name –</p>
<p>Date –</p>

What happened?

What can you do to fix it?

What could you do next time?

Signature of parent –