

The Good Shepherd Catholic Primary School



*Following Jesus,
The Good Shepherd,
in all we say and do*

Behaviour Policy
2024-2025



Following Jesus, The Good Shepherd, in all we say and do

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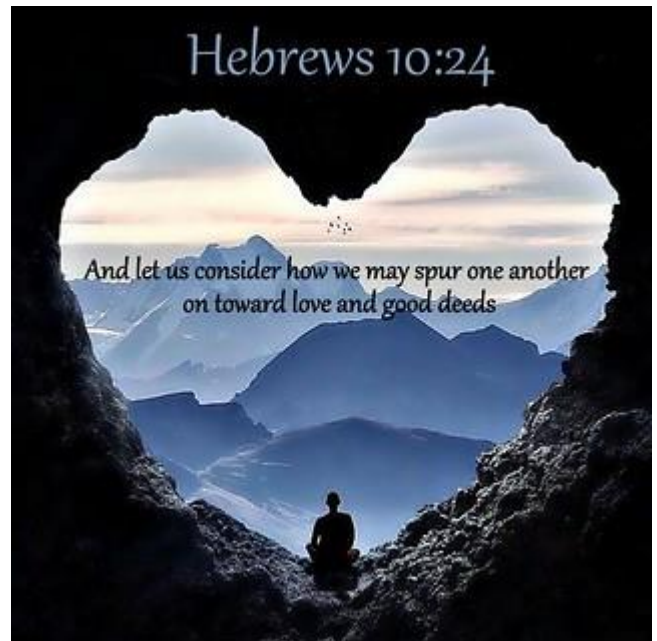
Behaviour Policy

OUR INTENT:

At The Good Shepherd, we believe the development of positive behaviour and relationships are central to all that we do. Our school's culture and mission are based on teaching principles which promote positive behaviour, empathy, respect, self-esteem, self-discipline, and awareness of appropriate behaviours that support healthy relationships for later life.

Our school's ethos and values are manifested through the behaviour of all our members. We believe a calm, safe and supportive environment engages our children and young people to attend, fully participate, learn and thrive.

Inspired by Hebrews 10:24, "Let us consider how we may spur one another on toward love and good deeds", we believe that strong relationships between the child, home and school are integral to our children's success and supporting our core aims. This policy communicates how we can achieve this in partnership, as members of one community, committed to a shared purpose.



OUR AIMS AND KEY PRINCIPLES:

The Good Shepherd is a community based upon the strong Catholic virtues of Faith, Hope, Forgiveness, Love and Trust. The ethos of our school is that it promotes inclusion and the valuing of each individual, encouraging self-esteem, self-discipline, and mutual respect.

Our mission statement lies at the heart of all we do and underpins our overarching core aims:

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- To ensure **God's will** is achieved by empowering our children to develop as happy, safe and respectful individuals who through faith formation are able to make informed choices that are in their own and others best interests.
- To enable children **to work** with a joy and love for learning, acquiring the knowledge, skills and behaviours needed to be successful in their own lives and understand how they can make a positive contribution to society.

- To enable children **to play** with an inquisitive and exploratory mind as they imagine, collaborate and create. They will take ownership of their learning journey and know that limitations are also opportunities for growth, showing courage to sometimes be wrong.
- To inspire children to grow, **day by day**, in their knowledge and understanding of the virtues to live by, developing traits of excellence through our core school virtues of: Faith, Hope, Forgiveness, Love, and Trust, and continuing to flourish and discover their unique God given potential.

Current studies show that children's behaviour is associated with how they feel and their emotions are associated with how they learn. Teaching children to notice and identify these emotions and feelings can help with child development and learning. Our key aim is to support children's social and emotional growth by creating positive relationships and supporting children to understand and analyse their feelings so that we can enable our children to thrive in a secure environment in which everybody belongs. We recognise that the best education for our children is an inclusive education; one that encourages Excellence for All.

The Good Shepherd's whole school strategy is based around current studies of child development and effective learning. We are invested and committed to developing honest, meaningful and respectful relationships within the school community in order to secure our understanding of children's needs as shown by their behaviours.

Our approach to school life considers how a child's environment directly impacts on optimal child development; including achievement, wellbeing and behaviours (Urie Bronfenbrenner c1979) and we actively seek to ensure our children's main two microsystems, home and school, work closely together to build relationships and establish an environment (mesosystem) that:

- i) supports our Catholic Character Education, Follow Jesus, The Good Shepherd,
- ii) and ii) ensures we are Ready, Respectful and Safe at all times



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Through strong relationships with our children, staff are a positive role model who take the time to know each individual, listen to their voice and commit to ensuring each child is valued and respected. There is a focus on ensuring that children are coached and supported in self-regulation and developing positive relationships with themselves and others. This, in turn, supports our children in knowing how they should act towards one another.

We also recognise that the majority of our children generally behave very well and that 'all behaviour is communication', so when things are not going so well, we will endeavour to support children through these issues. Every effort is made to ensure children are not isolated or separated. This also involves staff and parents/carers working closely together, collaborating and supporting each other for the benefit of the child who is at the centre of all we do.

As such, we expect high standards of behaviour, politeness, courtesy and co-operation from all members of the school community. This policy aims to ensure that our community is valued, where all members should be able to work, learn and achieve their full potential in a calm and orderly environment where everyone is treated with compassion and mutual respect.

HOW DO WE PUT OUR PRINCIPLES INTO PRACTICE?

Our Behaviour policy recognises the right of every individual in our community to teach, to learn, to work and to grow without disruption, and to be given every opportunity to fulfil his/her potential and develop his/her talents in a caring, respectful and supportive environment. Positive behaviours and relationships are encouraged through a mixture of high expectations, a clear and consistent policy, and an ethos which fosters moral and social responsibility, compassion and mutual respect between children, staff and parents/carers.

WHAT IS OUR PROCESS TO SUPPORT THE DEVELOPMENT OF POSITIVE BEHAVIOUR & RELATIONSHIPS?

Faith Formation is a key element that underpins our Catholic character education, which seeks to foster the development of the whole child, by engaging them in a shared vision of life based on virtues that lead to the human flourishing in the pursuit of Christ.

In line with our core values, and virtues to live by, we strive to enable our children to develop good sense, or practical wisdom, allowing them to understand what is important in different situations and how to act for the right reasons. We guide and support our children through the experience of making choices and provide opportunities for practical and ethical insight as they become more autonomous and reflective in the practice of virtue and emotional regulation.



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Within our Faith Formation, we remind children how their positive behaviours, readiness to learn and respect for others, reflect the core virtues of the school. This is taught to all children, so that they understand what behaviours are expected and encouraged and what is unhelpful and unacceptable. Our Faith Formation is centred on what successful behaviour looks like in developing our Catholic Character, and our pupils are engaged in defining this through agreed expectations, and class charters, for a positive learning and school environment in which they feel safe, respected and valued.

WHAT ARE OUR BEHAVIOUR EXPECTATIONS?

At The Good Shepherd, our behaviour expectations support children's knowledge and understanding of good character development. This is explored through our mission statement, school values and curriculum, recognising that we should be

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High expectations are explored with the children at the beginning of, and periodically through the school year, and The Good Shepherd virtues are displayed in the classrooms and in the hall, as well as being reinforced through our collective worship and celebration assemblies.

HOW DO WE ENSURE WE ARE INCLUSIVE?

Our school's culture consistently promotes inclusion through high standards of behaviour and providing the necessary support to ensure all children can achieve and thrive both in and out of the classroom. Our whole-school approach aims to meet the needs of all children in the school, including children with SEND, so that everyone feels they belong in our school community and high expectations are maintained for all.

At The Good Shepherd, we recognise that behaviour will often need to be considered in relation to pupil's with SEND, and that some behaviours are more likely be associated with particular types of need, such as a pupil with speech, language and communication needs who may need extra support to understand a verbal instruction. Although it does not follow that every incident of poor behaviour will be connected to a child's SEND, ownership of behaviour will be effectively supported, whether or not the child has underlying needs. Children who have been identified as having SEND will be guided through the graduated approach, in liaison with our SENDCO, to assess, plan, deliver and then review the impact of the support being provided.



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The law also requires schools to balance a number of duties, which will have a bearing on our behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;
- if a pupil has an Education, Health and Care 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, our staff will, as far as possible, anticipate likely triggers of poor behaviour and put in place support to prevent these. Preventative measures include (but are not limited to):

- adapting the curriculum to ensure accessibility and full participation;
- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

WHAT IS OUR COLLECTIVE ROLE & RESPONSIBILITY?

The Local Academy Committee (Governors) of the School will ensure that:

- Policies designed to promote good behaviour and positive relationships are fair, equitable and adhered to.
- The policy is kept under review, considering any new guidance issued by the L.A, Trust and Secretary of State.
- The impact of the policy is monitored and reviewed, consulting with the Headteacher and children at the school.

The Headteacher and Leadership Team (incl Pastoral leads) will:

- Set high standards for what is acceptable behaviour.
- Ensure all staff, parents/carers are responsible for regulating the conduct of the children.
- Provide regular training and support for positive behaviour and relationship development for all staff to ensure consistency in approach across school.
- Work with subject leads to develop a curriculum that promotes behavioural, social and emotional wellbeing as well as academic elements.



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- Ensure there is a well-organised, calm and visually appealing/motivating school environment.
- Ensure there are clear communication systems between home and school so that parents/carers are kept fully informed of their children's behaviour and celebrations of success.

All Staff within the school will:

- Model the school expectations of 'Following Jesus, The Good Shepherd, in all we say and do'.
- Establish clear rules and expectations, in line with school policy, and ensure these are understood by all.
- Ensure they follow the school approach consistently and fairly.
- Support and guide children to respect themselves, their peers and adults.
- Support children to develop a sense of self-esteem and belonging, supporting positive relationships and connectivity.
- Help the children develop their social skills and moral understanding in order to behave in an appropriate way.
- Celebrate and practise positive behaviour reinforcement more frequently.
- Use positive statements to promote expected behaviour eg 'walk in school' (rather than 'don't run').
- Apply preventative measures that consider the specific circumstances/requirements of children.

All Teachers will:

- Be ambitious and have high expectations for our children.
- Ensure positive establishment of the classroom environment and routines, as well as the classes rights and responsibilities, in order to secure expectations and promote security and ownership of children's own behaviours.
- Build relationships with children, recognising every interaction/every day is an opportunity to build authentic connections with and between the children in their care.
- Adopt a range of appropriate strategies to promote positive behaviour for learning and relationship development in and out of class.
- Support children with emotional literacy and understanding of their feelings
- Maintain communication between home and school, regarding their children's learning and curriculum expectations.
- Regularly share and celebrate children's positive behaviours, achievements and successes with parents/carers.
- Ensure parents/carers are kept updated regarding their child's behaviour, working in partnership to address any concerns and implement support where needed.

All Children will:

- Follow the school expectations of 'Following Jesus, The Good Shepherd, in all we say and do'.
- Have high aspiration for themselves and challenge their learning ability by aiming high.
- Co-operate with staff and other children both in and out of the classroom.



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- Think through any actions and develop an awareness of their own feelings and the feelings of others.
- Develop understanding of the consequences of their actions on other people and environment.
- Have secure values and beliefs to be able to distinguish right from wrong, with the confidence to challenge injustice respectfully.
- Recognise that they are part of a diverse and multicultural community and understand that they are made unique in God's love.

All Parents/Carers will:

- Model the school expectations of 'Following Jesus, The Good Shepherd, in all we say and do'.
- Ensure they have read the school policy and are familiar with its aims and principles.
- Work in partnership with the school to reinforce our collective approach to the development of Positive Behaviour & Relationships both in school and at home.

HOW DO WE REINFORCE POSITIVE BEHAVIOURS & RELATIONSHIPS?

At The Good Shepherd, we firmly believe that children learn best when they feel valued and praised for their efforts and achievements. This is supported by our aim that all staff connect and form positive relationships with the children in their care, showing genuine interest and fostering partnerships built on trust and understanding.

Our approach to positive reinforcement is rooted in the research of B.F. Skinner who stated that "the likelihood of a child's behaviour reoccurring can be increased by following it with a wide variety of reinforcers" (c1974). With this in mind, we strive to ensure that our children experience consistent positive reinforcement for all aspects of good behaviour, work ethic and forging positive relationships, in order to promote achievement, boost motivation and develop a sound moral grounding of right and wrong. Developing a Recognition Culture through 'Powerful Praise' and 'Positive Noticing' holds emotional value and supports development of self-worth, affirming the desired behaviour or outcome so that children not only feel valued but understand why they are receiving the recognition and what behaviour or skill to repeat, e.g. "You have shown good listening skills today. Well done!" "I've noticed you trying really hard. You are showing resilience and a determination to learn."

Living out our Core aims is, recognised and celebrated within each class and across the school community. Encouragement, praise and rewards are used to motivate including:

- Verbal praise, words of encouragement, public (or private) acknowledgement
- Different phase group reward programmes e.g. stickers, privileges, free-time, praise Points, rewards and notifications home
- Award Board – celebration of all school achievements including behaviour and attendance.



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- Being given special roles or responsibilities within the class or across the school
- Friday Celebration Assemblies (Star Pupil and recognition of achievements outside of school).
- School Shout-Out, such as a Post-card or phone-call home to acknowledge positive behaviour, attitude or achievement, including improved attendance or punctuality
- Headteacher Award in recognition of exceptional behaviour, attitude, effort and resilience or work produced

HOW DO WE SUPPORT A CHILD WHO FINDS IT DIFFICULT TO REGULATE THEIR BEHAVIOUR?

At The Good Shepherd we understand that behaviour is also communication and that children, particularly those with mental health concerns, or who experience trauma or difficult experiences in their childhood, often struggle the most to self-regulate their emotions.

The Good Shepherd is committed to understanding and meeting the needs that are being communicated by children and to provide both in-school support as well as seeking additional specialist support from external partners (e.g. Children Social Care/Family Support/Early Help/CAMHS/Community Organisations).

At The Good Shepherd, a 3-tier system is used to support our main aim of establishing a secure inter-relational environment integral to our children's success, as well as to promote inclusion and a sense of belonging across the school community:

- Tier 1 – Universal support through High Quality Teaching, Classroom Management and Positive Relationships
- Tier 2 – Targeted support through Pastoral & Inclusion Support
- Tier 3 – High level intervention: Headteacher

Exceptional & Serious Behaviours

There may be occasions when a child demonstrates a behaviour that is considered to be dangerous, severe and completely unacceptable in accordance with the mission and aims of the school. These behaviours may include, but are not limited to, the following:

- Intentional swearing or derogatory language used as verbal aggression towards others
- Violent conduct towards other children
- Child-on-child abuse, including Sexual harassment towards other children
- Violent conduct towards staff
- Deliberately causing damage to property or stealing
- Leaving school premises without permission
- Bringing dangerous items into school (for which a search can be made).
- Abuse of any kind related to, but not limited to, gender, disability, race or faith.



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Under these circumstances, parents will be called in to school to discuss the issue as it arises and Senior Leadership Team will be involved in formulating a positive behaviour plan around the child in order to prevent further episodes. The child will have the opportunity to reflect on that behaviour and its causes, and next steps will be discussed and agreed with the child's involvement. There are 3 levels of consequence available to impose depending on the severity and nature of the incident and its context, as well as the child and their need:

Level 1 – missing break(s), loss of privileges (e.g. a prized responsibility), school-based community service, being placed on a Behaviour Contract for behaviour monitoring.

Level 2 – removal from the classroom (internal isolation).

Level 3 – external exclusion (Suspension or Permanent).

HOW DO WE MANAGE BULLYING, DISCRIMINATION AND CHILD-ON-CHILD ABUSE?

We recognise bullying, discrimination and child-on-child abuse as extreme and harmful behaviours, which will not be tolerated at The Good Shepherd. As such, they have their own policies to outline our key principles and approach to managing this type of behaviour. Any suspected incident of bullying, discrimination and child-on-child abuse will be fully investigated and appropriate action taken as required. All cases are treated seriously and are followed up in order to eliminate this behaviour. Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively and appropriate consequences will be put in place where this behaviour has occurred. We recognise the need to support both those being affected and those who are displaying the behaviour - this may be to understand each other's feelings so that a resolution can be found; to identify needs and put support in place; to support with the development of empathy and education of social and moral growth. All incidents are formally recorded on BROMCOM so that this level of behaviour can be monitored and formally reported. Persistent incidents will be deemed as severe behaviour and escalated to the Headteacher.

HOW DO WE ENCOURAGE POSITIVE BEHAVIOUR & RELATIONSHIPS OUTSIDE OF THE CLASSROOM?

The Key Principles and Core Aims applied in the classroom are expected to be continued during collective worship, at playtimes, lunchtimes and any other unstructured time of the school day. Children are expected to demonstrate exemplary behaviour at all times. If unhelpful choices are made, the escalation of the behaviour is managed in accordance with the Tier system. This professional consistency will also ensure that all staff, including lunchtime staff, are regarded with equal respect by all children.

Playground



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Several strategies have been put in place to ensure that the playground is a safe and happy place for our children to play purposefully and have fun without any need to resort to negative behaviours. These include:

- Buddy Bench – a bench is located on each playground and children are aware that if someone is sitting on the Buddy Bench then they are feeling excluded in some way and need to feel part of group during that play session.
- Mission Team Ambassadors to talk to.
- Outdoor Play leaders to support co-operative play across each key stage.
- Training for lunchtime supervisors in leading play at playtimes – play is creative, collaborative and non-resource based (links into the school Outdoor Play & Learning Project).

Lunch time

At break and lunchtimes, children will understand the types of behaviour which are acceptable: 'Following Jesus, The Good Shepherd, in all we say and do'. Rewards and consequences will match those used in the classroom to ensure a consistent approach. If the child continues beyond the Tier 1, or a more serious incident has occurred, they will be asked to sit away from area and the person on duty will report it to the class teacher/SLT. Depending on individual circumstances, this may then be escalated to a Tier 2. If urgent support is required because the behaviour is dangerous, severe or completely unacceptable in accordance with the mission and aims of the school, the person on duty will call on the = Senior Leadership Team.

Off-site

Interventions, including consequences, may be applied where a child has made poor behaviour choices off-site, when representing the school or any other time, by:

- Inappropriate behaviour when taking part in any school-organised or school-related activity (e.g., school trips).
- Inappropriate or unsafe behaviour when travelling to or from school.
- Their behaviour poses a threat to another pupil, member of staff or member of the school community.
- Their behaviour could adversely affect the reputation of the school.

WHEN WOULD POSITIVE HANDLING OR PHYSICAL INTERVENTION BE NEEDED?

At The Good Shepherd, we aim to avoid the need for physical intervention and regard this as a last resort in managing situations. We always aim to deal with behaviour using a positive approach and within our context of a respectful, supportive relationship with the child in order to maintain dignity and respect, as well as ensure minimal risk of injury to children and staff. With this in mind The Good Shepherd has adopted the term '**Positive Handling**' to describe such interventions, promoting de-escalation techniques and a



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graduated approach to the control of extreme behaviours by adopting the least intrusive intervention, for the shortest period of time.

In the event of a child being at high risk of causing serious harm to themselves or others, all staff may use reasonable force to intervene to keep the child, themselves and others safe. Any Physical Interventions should always be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern.

The decision to use a physical intervention must take account of the circumstances and be based upon an assessment of the risks associated with the intervention compared with the risks of not employing physical intervention.

Physical intervention can take a number of forms:

- Physically interposing between children.
- Standing in the way of a child.
- Leading a child away from an incident using a friendly hold.
- In extreme cases, more restrictive holds may be used.

It is clear to all staff that this is not a regular intervention and should only be used as a very last resort. Should this be used as an ongoing strategy for managing the behaviour of a particular child, it should be included as part of an individual behaviour plan, that has been shared with a parent/carer, and full training provided to the staff involved.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm (see below). The school follow detailed advice within the DfE Use of Reasonable Force – advice for school leaders, staff and governing bodies.

WHY WOULD A CHILD BE SEARCHED, SCREENED OR HAVE ITEMS CONFISCATED?

Ensuring school staff and children feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure everyone's welfare is protected and helps schools establish an environment where everyone is safe.

The DfE guidance on [Searching, Screening and Confiscation](#) outlines the power of staff to conduct a search if they have reasonable grounds to suspect that a child is in possession of prohibited items, or items which contravene school regulations, and/or could potentially cause harm to the child themselves, others or school property.

The list of prohibited items includes:



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- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
 - an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

School Policy also states that a request to search and/or confiscation can be made for items that are detrimental to maintaining high standards of behaviour and/or a safe environment. This includes, but is not limited to:

- any item that does not comply with the school's uniform policy e.g. jewellery.
- any item that does not support the school's Stay Healthy Guidelines e.g. sweets, fizzy drinks, chewing gum.
- mobile phones where a Mobile Phone Agreement has not been signed by parents/carers.
- any item that can cause distraction to learning in class.
- any item that may cause social disagreement and fall outs.
- any items that are deemed unsafe or could affect in-school safety procedures e.g. aerosols, lighters.

The Good Shepherd does not endorse and will not undertake a physical search of any child's person unless there are reasonable grounds to suspect that a child is in possession of prohibited items.

Where possible, searches will be conducted by two authorised member of staff who should always seek the co-operation of the pupil before conducting a search and explain the reasons why. Where necessary, a child will be asked to remove their coat and/or jumper, empty all pockets, open or empty their bags and, in some circumstances, remove their shoes and socks. Possessions and items of apparel that have been removed may then be searched by the staff present.

If undesirable items are discovered the school will use its power of confiscation to retain the offending item(s). Parents/carers will be contacted to explain what has been found and any subsequent sanctions that have been applied. Where appropriate,



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parents/carers will be invited to retrieve the offending property and asked to ensure that they are not brought to school again.

In the event that illegal items are discovered then the Police will be informed immediately. Only the Headteacher and authorised school staff may use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

WHY WOULD A CHILD BE EXCLUDED?

Inclusion of all children is at the heart of our foundation. We recognise that exclusion is often not effective in correcting behaviour, particularly if it doesn't address underlying problems. Research is also clear that if a child or young person is excluded before they are offered help, it can represent a critical turning point increasing the likelihood of that child developing poorer mental health and other multiple poor outcomes (Anna Freud).

As a school, we will ensure alternatives to exclusion are explored, wherever possible, including Interventions to address persistent poor behaviour before it becomes entrenched. We are committed to a preventive and early intervention approach to exclusion, and partnership with parents/carers will occur at each level through regular communication. However, we do accept that on occasion it can be necessary, because of the severity of the behaviour, to resort to exclusion, strictly following LA advice and guidelines. Exclusion is a very extreme measure and every step is taken to avoid fixed-term suspensions and permanent exclusions.

Only the headteacher can exclude a child from school and this must be on disciplinary grounds – this can be for incidents that occur on or off the school site. Decisions regarding exclusion and whether it will be temporary or permanent will be made according to the details of the incident following the 'DFE Guidance on the suspension and permanent exclusion of pupils [School suspensions and permanent exclusions - GOV.UK](#)' (Refer to the Suspension & Permanent Exclusion Addendum for further details).

Fixed-term Suspension: Children risk receiving a fixed-term suspension for either:

- Continued defiance of the school's behaviour expectation (within this policy) or
- A serious one-off breach of the school's behaviour policy.



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Fixed-term suspension should be for a minimum period to ensure maximum access to the curriculum. During this time, the school will provide work and every effort will be made to get appropriate support for the child and the family.

On return from a fixed-term suspension, the child and parent/carer will be required to attend a Reintegration meeting to review the incident and discuss the re-integration of the child. Should this meeting be successful the child will return to lessons on a two-week report. Depending on the reasons for the suspension other support may be offered to the child and parent/carer. Further defiance or disruptive behaviour may lead to Permanent Exclusion.

Permanent Exclusion:

A decision to exclude a child permanently from school is only taken in response to a serious breach of the school's behaviour policy; and where allowing the child to remain in school would seriously harm the education and welfare of the child or others in the school. Reasons for suspension or exclusion may include, but are not limited to, the following:

- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour against a pupil or adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability.

HOW DO WE REDUILD POSITIVE BEHAVIOUR & RELATIONSHIPS?

At The Good Shepherd, we recognise that it is the behaviour, not the child, that is unacceptable. We believe that children should be supported to reflect on their behaviour and develop self-regulation strategies so that they are better equipped to maintain positive behaviour and relationships going forward, as well as respond positively to future challenge. We aim to do this through a Restorative Approach. A Restorative Approach (sometimes referred to as restorative practice) is a mindset, providing the foundation to build, maintain and repair relationships. The restorative 'way of being' creates a culture of high challenge and high support, and aims to work with our children, rather than doing things 'to them' or 'for them'; most importantly, it allows the child to have a voice.

Through this practice, the adults can support children in reflecting on their behaviour, and subsequent consequences of their actions, by exploring feelings and emotions and how best to manage them, as well as ensuring relationships are reconciled and high



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expectations reconfirmed. "There are no wrong feelings, how we react to the feeling may or may not be wrong" (Ines Gomes).

This school use restorative approaches to encourage everyone to take responsibility for their behaviours. All staff will apply the approach when resolving situations in the school. This approach will also start with a restorative enquiry, if conflict arrives, over low-level issues i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests. When using restorative enquiry, the following questions will always be asked in a quiet and appropriate area of the learning space or school environment. Questions will be first asked to the person who has been affected/harmed and then to the person whose has caused the impact/harm. Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is a respectful, considered approach to conflict resolution that includes all of the parties involved and, depending on need, may take place in different ways.

The levels of restorative practice include:

- Adult-led Restorative conversations (with adult involved or supporting children in conversation).
- Peer mediators (children in class who can lead a restorative conversation).
- Peer Restorative conversations (self-led conversations between children involved).
- Classroom restorative conferences.
- Restorative conferences (identified groups e.g. across a key stage, teacher led).
- Re-Integration Restorative Conferences (conversation with child and family, school staff led).

HOW WILL WE MONITOR IF THIS POLICY IS WORKING?

The consistent and fair implementation of the measures outlined in this behaviour policy is central to an effective whole-school approach to positive behaviour and relationship development. Consistent implementation helps to create a predictable environment.

To ensure we achieve our School's mission and Core Aims, the impact of this policy will to be constantly evaluated.

The Headteacher and Senior Leadership Team will monitor the effectiveness of the school's policy and behaviour tracking system on a regular basis, considering:

- Is this policy manageable to implement ensuring consistency across the whole school?
- Are the procedures and strategies having an impact on individuals/classes where children are taking responsibility for their own behaviour?
- Are children developing the behaviours for learning?



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- Does the policy ensure the involvement of all adults, children and parents thus developing a safe and emotionally literate environment?

This will be achieved by:

- Reviewing the number of restorative conversations taking place.
- Reviewing reports on BROMCOM to identify patterns of behaviour
- Checking referrals to the inclusion team have followed the intervention and escalation process.
- Regular learning walks to monitor the correct implementation of this policy with feedback to staff.
- Pupil conferencing to gain children's voice and feedback on policy implementation and impact.
- Regular meetings with the Pastoral & Inclusion Team to discuss behaviour concerns and effectiveness of the policy.

The Headteacher will report to governors and Trust Inclusion Lead on request about its effectiveness. This policy will be also be reviewed in accordance with the school's review cycle, or earlier if necessary.

HOW DO WE MONITOR RACE, GENDER AND DISABILITY EQUALITY?

This policy will ensure that there are implications for race, gender and disability equality in so far as the school will need to ensure that all children of whatever ethnic background or gender or disability feel safe. It will not disadvantage any particular group - all students, regardless of background or ability will be treated equally. Good relations will be promoted by celebrating diversity, recognising that we are all made in God's image, and by improving self-esteem of all students. Implications of this policy will be monitored by the Pastoral Team/Inclusion Lead. For any incident of discrimination/racism, The Good Shepherd is committed to taking anti-discriminatory/anti-racist action.

HOW DO WE REPORT TO PARENTS/CARERS?

As a school, we are committed to working in partnership with parents/carers and feel that they play a vital role in ensuring we meet our collective aim – ensuring children develop in character and fulfil their full potential. As such, we will ensure regular communication is maintained regarding your child's behaviour.

Staff will take the time to support pupils whose behaviour has escalated to a Tier 2 through a restorative conversation. A reflection sheet will be completed at Tier 1. These reflection sheets will also provide an opportunity for teachers to feedback on this discussion. Occasionally, a reflection sheet will need to be completed at home due to the time of the escalation, e.g. last lesson of the afternoon. In these circumstances, the reflection sheet may be sent home for completion and return, and be followed up with a restorative conversation the next day.



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Face-to-face or telephone conversations will also be a vital way to communicate concerns to parents/carers and will be used to support partnership with school when school strategies are not having the desired impact. Parents/Carers may also be invited into school to discuss Behaviour Support Plans as needed, or if a serious incident has occurred. If an incident has occurred, class teachers will attempt to meet with parents/carers (KS1 at pick up) or ensure a telephone conversation on the same day.

Formal Correspondence such as letters and key documentation will be shared with parents/carers as each stage of escalation to allow clarity around our Positive Behaviour process. This will include (but is not limited to):

- Tier 1 Letter – Persistent Behaviour Concern and Personalised Behaviour Contract
- Tier 2 Letters – Positive Behaviour Plan: Escalation of persistent behaviour and/or serious behaviour and/or removal from class
- Tier 3 Letters – Escalation of behaviours or extreme behaviours resulting in higher level consequences.

HOW DO WE WORK WITH OTHER AGENCIES?

The school always co-operates with outside agencies, such as the police and social care. The school will always share information pertinent to any on-going investigations and information requests in line with GDPR, particularly if it involves the safeguarding of children and/or staff. Any incidents or activity of a criminal nature will involve informing the police and possibly other services such as social care. The school is also legally obliged to report Racist or Discriminatory behaviour to the local authority.

WHAT KEY INFORMATION SUPPORTS THIS POLICY?

This policy has been written in line with the Department of Education Behaviour in Schools Guidance. All staff are aware of the key principles along with the Positive Behaviours & Relationships, Safeguarding and Anti-Bullying policies, and are active in their implementation. The policies reflect also the values and principles that we consider to be important for our school aims and success of every child.

This policy is also supported within the following:

- Safeguarding & Child Protection Policy
- Anti-Bullying Policy
- Child-on-Child Abuse Policy & Procedures
- Equalities Policy
- E-Safety & Acceptable Use Policy
- Uniform Policy
- Attendance Policy
- Staff Code of Conduct



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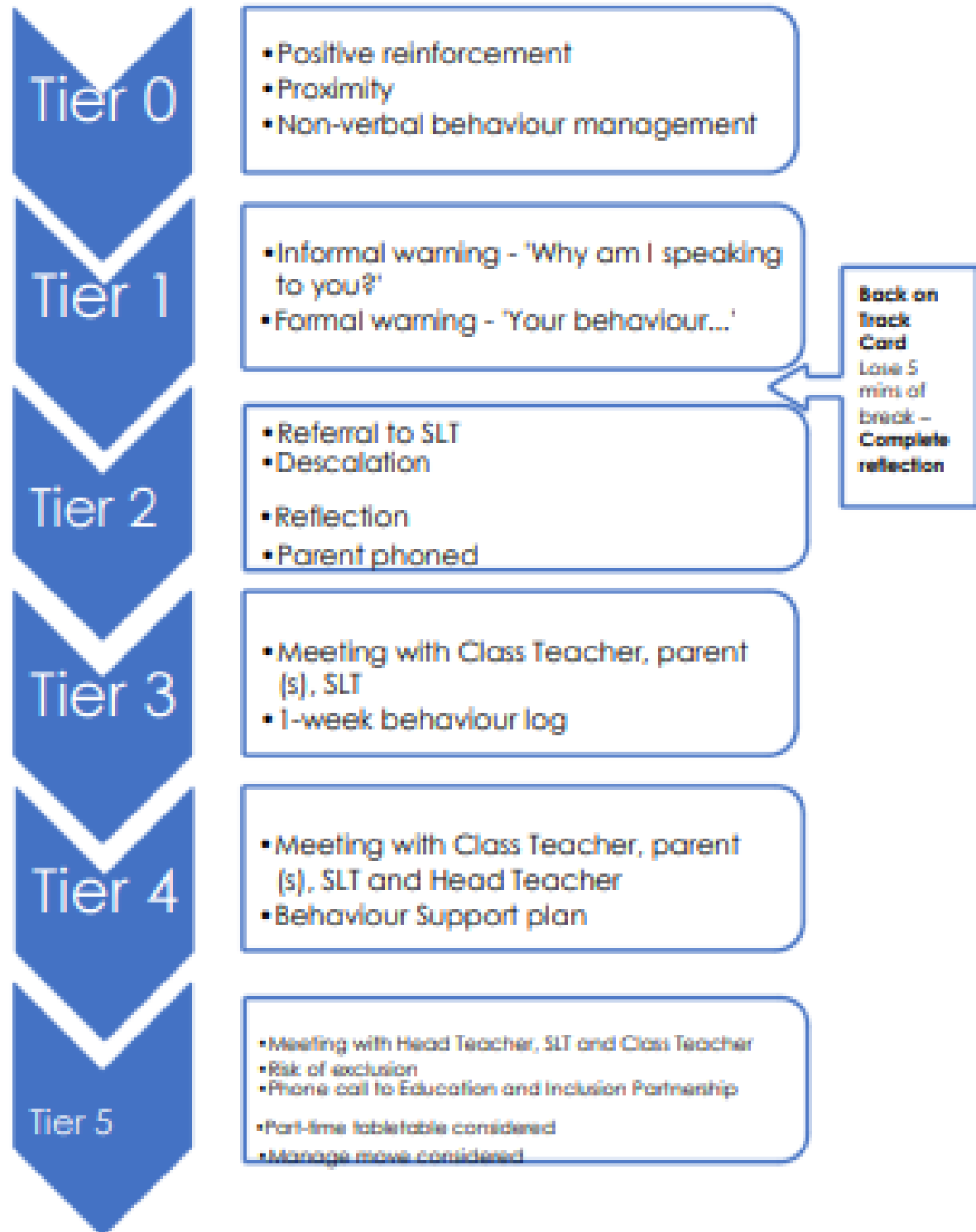
Appendix 1: The Gospel Virtues

Autumn	Spring	Summer
Respect/Courtesy	Faith	Resilience/Perseverance
Thankfulness	Simplicity	Kindness
Hope	Love	Honesty
Patience	Forgiveness	Service



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Appendix 2: The Tier System





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Appendix 3: Reflection Sheet

Reflection Sheet

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What did I do?

What should I have done?

What will I do next time?

