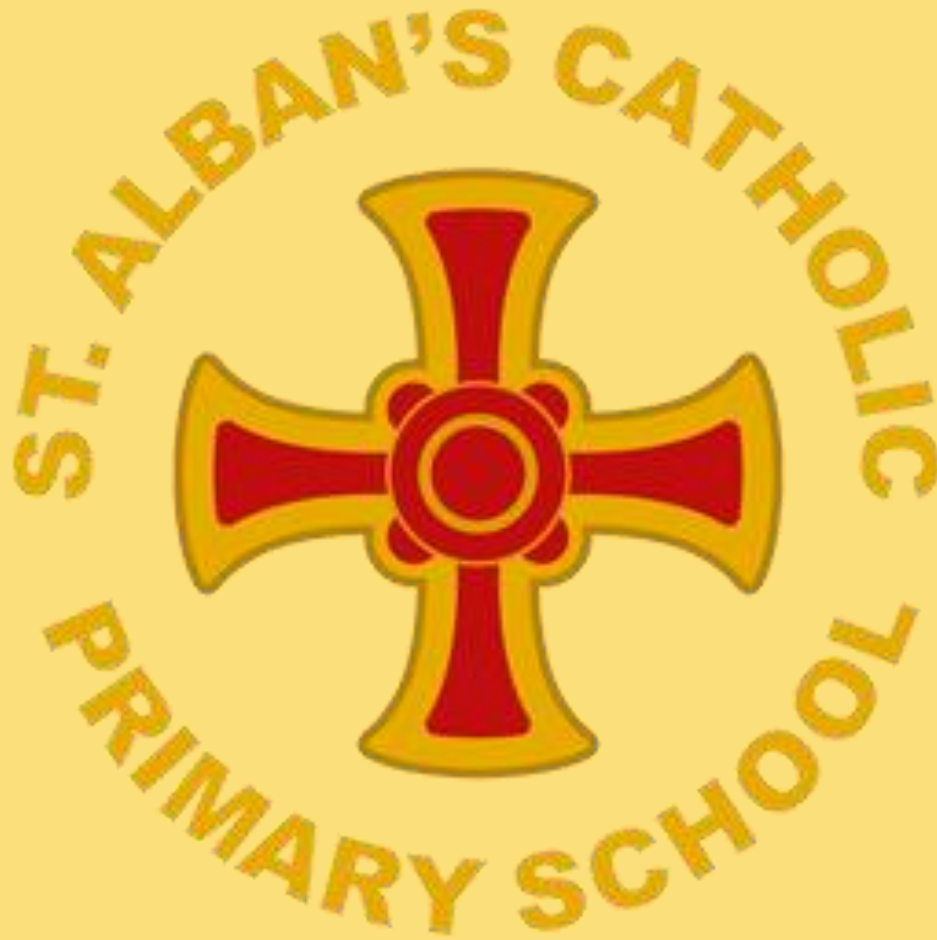
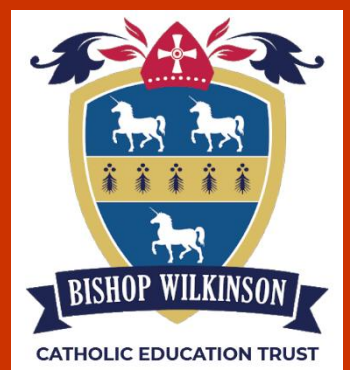




Relationships and
Behaviour Strategy
September 2026



Statement of intent

St. Alban's, Pelaw, is a Catholic community and our values and virtues are built on the Catholic faith. We believe that, in order to facilitate teaching and learning, the school community must promote the fruitfulness of positive relationships between staff, pupils and parents.

ST. ALBAN'S VIRTUES

Help us, Lord, to be loving and kind,
With open hearts and peaceful minds.
Teach us to be tolerant and show
compassion,
Caring for others in every action.
Guide us to be honest and to forgive,
So in your light we choose to live.
Give us strength to be brave each day,
Courageous like St. Alban in every way.
Inspire us to give and gladly share,
Showing generosity everywhere.
Help us be fair and seek what's right,
Standing for justice with all our might.
May St. Alban's be filled with learning and
love,
A place of hope, blessed from above.
'Where together we learn to live life full' –
With joyful hearts and spirits full.
Amen.



Our community recognises that when in harmony with one another, we will fulfil our shared mission and vision statement aims.

We know, and teach, that acceptable positive relationships and behaviour must be demonstrated in all aspects of school life.

Through the effective promotion of our school's mission statement, vision, virtues and beliefs, we should be able to foster the desired behaviour required of pupils and staff at all times.

St. Alban's Virtues, as described within the school's vision statement prayer, requires the community to be active contributors for the good of the community, so as to ensure that we live in harmony with each other.

2. Legal framework

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

- *Education Act 1996*
- *Education Act 2002*
- *Equality Act 2010*
- *Education and Inspections Act 2006*
- *Health Act 2006*
- *The School Information (England) Regulations 2008*
- *DfE (2026) 'Keeping Children safe in Education'*
- *DfE (2026) 'Working Together to Safeguard Children'*
- *DfE and DHSC (2024) SEND Code of Practice: 0-25 Years (updated September 2024)*
- *DfE (2024) 'Behaviour in Schools'*
- *DfE (2025) 'Suspension and Permanent Exclusion Guidance'*
- *DfE (2022) 'Searching, Screening and Confiscation Advice for Schools'*
- *DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'*
- *DfE (2018) 'Mental health and behaviour in schools'*
- *DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'*
- *DfE (2013) 'Use of reasonable force'*
- *Voyeurism (Offences) Act 2019*

2.2. This policy operates in conjunction with the following school policies:

- *St. Alban's Virtues – Mission and Vision Statements (see above)*
- *Anti-Bullying Policy*
- *Special Educational Needs and Disabilities (SEND) Policy*
- *Child Protection and Safeguarding Policy*
- *Exclusion Policy*
- *Physical Restraint and Reasonable Force and Restrictive Intervention Policy*
- *Complaints Procedures Policy*

3. Roles and responsibilities

3.1. The **local governing committee** has overall responsibility for:

- *The monitoring and implementation of this Relationships and Behavioural Strategy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.*
- *Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, any protected characteristics including: age, disability, gender reassignment, 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.*

3.2. The **headteacher** is responsible for:

- *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.*
- *Reporting to the local governing committee on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.*

3.3. The **SENDCO** is responsible for:

- Collaborating with the local governing committee, 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.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.

3.4. Teaching staff are responsible for:

- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the 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 SEMH-related 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.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority (HT, DHT/SENDCO) up-to-date with any changes in behaviour.

3.5. All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling positive relationships and behaviour.

- Where necessary, and as authorised by the headteacher, punishing 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.

3.6. 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.

3.7. Parents are responsible for the behaviour of their child(ren) inside and outside of school.

4. Promoting effective relationships in school between staff and pupils

4.1. The school's mission and vision statements are paramount in promoting positive staff and pupil relationships. Firstly, they underpin the work of the school, but secondly the mission statement seeks to broaden our purpose for effectiveness. The Gospel values, which underpin our mission statement, are positive reminders - ensuring that individuals are treated with care, respect but mostly love. In order for our community to work together, we must ensure that our relationships are built on strong foundations. The foundations of which can only be created when the language which staff use, is modelled correctly, creating a culture of positivity, rooted in Christ.

4.2. To have an impact, the St. Alban's Virtues need to become the normal everyday way in which the school community refers to its mission. If we are attentive to what actually goes on, in our school, we will see our mission statement characteristics being lived out. Its requirements will become recognisable in our actions and conversations with one another. However, consistent use of the language of the mission and vision statements needs to be inherent in our everyday conversations – it should be 'within our being'. When adults promote a characteristic or virtue, it must always be done against the background of promoting all the virtues, all the time; it is so important that the other attributes are celebrated and not dismissed; they are all equally important.

4.3. The way people talk to, and about, one another demonstrates the quality of our 'social capital' within school. Consequently, if we wish for our environment to be a calm, supportive, purposeful and effective work place, then we should strive to have high-quality social interactions with each other - in an attempt to help our school flourish. Behaviour is learned, just as English, mathematics and other subjects are learned. Behaviour is taught as part of the curriculum so that children know and understand what good behaviour looks like and what is expected at our school. Our school's curriculum for behaviour should be read in conjunction with this policy and our Relationships and Health Education Policy.

4.4. As soon as pupils enter the schools, be it in Reception or as an in-year entry higher up the school, pupils should recognise that adults will be proud of their everyday achievements. Being proud of achievements doesn't mean that children are automatically rewarded with a physical action, gift, sticker, certificate or sweet. In fact, there is much evidence that demonstrates that many rewards systems are damaging and create cultures of negativity as children believe that: 'I didn't get an award, so I mustn't be as

good as X who did.' Kohn (1993) in his book, *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise and Other Bribes* recognises the damage that can be caused if a child fails to attain a reward citing that in many cases, pupils' self-esteem, motivation, sense of community and collaboration declines. Equally, many school rewards systems focus on academic achievement or regular good behaviour, but they fail to lack the 'values' that are associated with 'good learning' or the characteristics that are required for us to live together in harmony. When these values are reinforced, they help to develop the character of a reflective learner, who recognises their place in God's world. The school recognises that rewards should celebrate effort, character, virtue and personal growth rather than competition alone

4.5. As a school, we aim to establish positive relationships quickly with our pupils. Such strategies include:

- *Welcoming pupils as they enter the classroom: 'Good morning xxx, how are you feeling today?'*
- *Ensuring pupils understand what is expected of them.*
- *Creating a positive environment where every pupil feels comfortable and respected.*
- *Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.*
- *Engaging with pupils during lunchtime and playtime.*
- *Using positive language, described within our mission statement within our conversations and interactions with pupils.*
'Wow. Thank you for bringing in money for the cake sale today - you helped to promote a sense of justice by doing this.'
- *When interacting with pupils, guide them towards positive outcomes rather than highlighting their mistakes.*
'You've really tried hard there and shown great determination, but it's not quite right. Can we think of a way to help xxx get the answer?'
- *Use examples from scripture to highlight what Jesus and St. Alban's expectations may have been in certain situations.*
'How do you think Jesus or St. Alban may have reacted to xxxx's words?'

4.6. Within the classroom, teachers establish clear expectations for communication and listening, manners and respect for pupils – this includes:

- *Acknowledging and giving praise when a pupil demonstrates good manners e.g. 'Lovely use of manners, xxxxx'.*
- *Encouraging pupils to treat others with respect by modelling the desired behaviour.*
- *Describing the importance of treating others how they like to be treated.*
- *Role-playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.*
- *Establishing a culture of politeness to help pupils understand basic manners and respect.*
'Well done for holding open the door for an adult.' 'Thank you for offering to get a chair for the teacher.'
- *Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes to those who have visited school and given up their time for us.*

- Promoting the use of thanks as a means to further someone's desire to help somebody again. 'Could you please say thank you to xxx, for allowing us to show her work to everybody today? We really respect you for trying so hard to help us.

Strategies for encouraging praise:

Verbal strategies to encourage positive behaviours	Non-verbal strategies to encourage positive behaviours
Positive praise – thank you, well done. • Use their name. • Give personalised praise. • Comment when they are doing what is required. • Comment publicly/privately on good behaviour. • Vary tone of voice – slow and low. • Who would like to help? • Who will I choose? • Positive response even when saying no ('Can I go to the toilet?' 'Yes, after you've finished your work') • Countdown – 5 seconds to sit on the carpet • "Let's see who can creep quietly to their tables..." • Tone of voice – whisper, lower the pitch, calm • Say, "I'll have to get my cross voice" • Look at my face – do I look happy? • Come and see! • 1, 2, 3 FREEZE • 1, 2, 3, Eyes on Me!	Give a thumbs-up. • Pause, wait (for attention). • Change pace. • Look – smile, glare. • Try to pre-empt

The need for staff to be articulate and use language correctly:

- In order for the above strategies to work, all adults should speak eloquently to other children and to each other, modelling the language that is expected of pupils. St. Alban's Virtues aims to create a culture of excellence. The Ministry of Education in New Zealand (2009) states that: 'Oral language [helps] to underpin all learning and all social interaction.'
- When staff speak, they should: say it clearly; speak for success; focus on the tone needed and dispel the myth that speaking aloud is only for the confident child. Staff must speak: using correct pronouns, tenses, grammatical structures, at all times. Staff also have an obligation to correct pupils' misuse or oral inaccuracies. We are preparing our pupils for jobs, interactions and we should demonstrate that we value public speaking and our capacity to communicate clearly to others.
- Oh, remember xxxx, we don't use the word 'brung', we use the word 'brought'
- Can you try that sentence again? We say 'I have seen...', not 'I seen...'
- Remember, we don't say 'I done...', we say: 'I did....'

4.7. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health and their capacity to develop relationships with one another. The school's SEND Information Report outlines the specific procedures that will be used to assess these pupils for any SEMH difficulties that could affect their behaviour.

5. Definitions

5.1. For the purpose of this policy, the school defines 'seriously unacceptable behaviour' as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- *Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation*
- *Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals*
- *Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation*
- *Bullying – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual*
- *Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature*
- *Possession of legal or illegal drugs, alcohol or tobacco*
- *Possession of banned items*
- *Truancy*
- *Refusing to comply with disciplinary sanctions*
- *Theft*
- *Swearing, racist remarks or threatening language*
- *Fighting or aggression*

5.2. For the purpose of this policy, the school defines: 'low level unacceptable behaviour, unacceptable behaviour, serious unacceptable behaviour and challenging behaviour.' as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

Some examples of low-level unacceptable behaviour	Some examples of moderately unacceptable behaviour	Some examples of serious/dangerous unacceptable behaviour or challenging behaviour
Lateness Low level disruption and talking in class Failure to complete classwork Rudeness Shouting out Poor effort	Consistently shouting out Consistently poor effort Distracting others Unprepared for work (continuously) Physical fights	Discriminative abuse Verbal abuse Bullying Persistent disobedience or destructive behaviour Racism Sexting Upskirting

Distracting others Lack of correct equipment Refusing to complete homework, incomplete homework, or arriving at school without homework Telling lies Running in corridors Pushing or being silly in line Borrowing without permission Leaving work area untidy Disobeying teachers' instructions Minor disruption in local area while travelling to and from school Use of mobile phones without permission Graffiti	Name-calling Stealing Disregarding supervisors Threatening/aggressive behaviour Refusal to co-operate	Cyberbullying or social media slander/libel Child-on-child abuse Extreme behaviour – e.g. violence, running away from school, vandalism Any behaviour that threatens safety or presents a serious danger Any behaviour that seriously inhibits the learning of pupils Any behaviour that requires the immediate attention of a staff member.
<i>Any persistence of low level behaviours would move into the moderate level</i>	<i>Repeated incidents of any moderate behaviours, inform the HT/DHT</i>	<i>Unacceptable low-level behaviour may be escalated as serious unacceptable behaviour, depending on the severity of the behaviour and the age and developmental stage of the pupil.</i>

5.3. Sanctions for unacceptable behaviours

Low-level unacceptable behaviour	Moderate Unacceptable behaviour	Serious unacceptable behaviour or challenging behaviour
Frown Verbal Withdrawing attention Repeat activity properly Sit alone Reinforce positive behaviour with	Time deducted Time out in another class Buddy system Reflect and write at playtimes or lunchtimes Contact with parents or informal parents' meeting Loss of privileges	Involve parents Send to Headteacher Involve SENDCO Early Help Assessment Daily and weekly behaviour report card/heat mapping of behaviour Involve outside

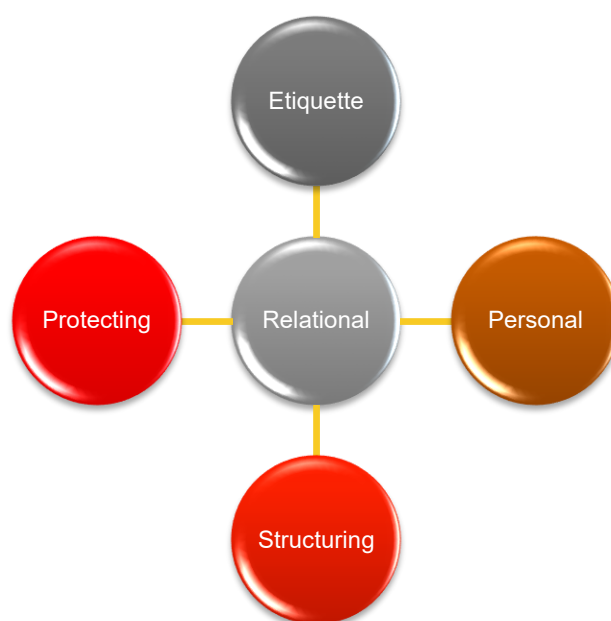
pupils acting/behaving accordingly Warning Related sanction e.g. completing work, cleaning up mess Time out in class		agencies e.g. High Incident Needs Team Modified timetable Fixed-term exclusion
	Referred to HT/DHT	Permanent exclusion is a school's last resort.

6. Effective classroom management

6.1. The school understands that well-managed classrooms demonstrate consistency between classes and staff members, year on year. With this in mind, all staff should:

- Start the year with clear expectations and routines that are understood by all pupils.
- Establish the language that needs to be used to create a positive learning climate.
- Establish sanctions for misbehaviour, as outlined in the above strategy.
- Encourage respect and development of positive relationships, in conjunction with the mission statement.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated and on-task at all times.

6.2. A study by Thornberg (2008) 'School Children's Reasoning About School Rules' found that rules in schools should be categorised into five domains.



Well-managed classrooms are paramount to preventing disruptive and challenging behaviour. However, it is only when the four areas of etiquette, protection, structure

and personal rules are defined – either concretely or through discussion - that children understand their ideology and ‘relational’ rules can be implemented. School rules help children to define what they know to be morally acceptable and they recognise their influence and values. Equally, pupils are critical of teachers who display inconsistency, unfair treatment and lack of respect for the rules that they or the school create, if they are not correctly adhered to (Thornberg, 2006, Williams, 1993 and Thomson and Holland, 2002).

6.3. Subject to reasonable adjustments (e.g. those pupils whose SEND may affect their behaviour), pupils will be expected to follow the school **St. Alban’s Virtues**. There are many rules, which are unspoken, which have become part of our culture; it is impossible to define them all. However, we will attempt to consolidate the expectations that pupils are required to follow:

Relationship expectations	Structuring expectations	Protecting expectations	Personal expectations	Etiquette expectations
Use positive language linked to the mission statement.	Bring back homework on a Tuesday.	Show respect for the school environment.	Well-behaved children get golden time in Reception.	Hold a door open for another member of staff or pupil
Treat everybody equally, with tolerance and respect.	Raise hands when answering a question.	Mobile phones should be handed into the class teacher at the start of the day.	Certificates are awarded for core and foundation subject work.	Wear correct PE and school uniform at all times.
	Walk in the classroom.	Use inside voices when speaking to one another, indoors.		Speak clearly at all times.
	Stay in your seat, during lessons.	Walk on the playground and not cycle, before or after school.		Use appropriate cutlery when eating a school meal.
		Walk one behind the other.		Quietly, enter the school hall or teaching hub, respecting the atmosphere that has been created.

- At the start of every term and academic year, teachers remind pupils about school expectations, including acceptable behaviour and consequences, particularly when expectations are not upheld.
- Teachers should not seek to devise classroom specific rules without prior consultation with the senior leadership team and other school staff, to ensure continuity between classrooms and year groups. This maintains an expectation that rules are always clear, comprehensive and enforceable.
- Attention is given to how expectations are worded – teachers ensure they use positive language rather than negative, e.g. “XXX please act respectfully towards your peers and teachers”, rather than, “Do not act disrespectfully towards your peers and teachers”.

- The ***St. Alban's Virtues and the three-strand expectation agreement*** (*Respect, ready, learn*) are applicable to pupils' behaviour on the school premises and outside of the school – teachers ensure pupils understand this, through effective Relationships and Health Education teaching.

Routines

- The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of inconsistent routines.
- Teachers establish classroom routines at the beginning of the academic year, in conjunction with pupils and revisit these daily.
- Routines may include activities such as the following:
 - *Sitting down, ready to learn, as soon as pupils enter the classroom – so as to ensure no learning time is wasted.*
 - *Sticking lesson objectives into books.*
 - *Books and tasks are ready for pupils as they enter the classroom so as to avoid disruption.*
 - *Asking pupils to go to the toilet, during play time and lunchtime, where possible.*
- Once a routine has been established, the teacher models this for pupils to ensure they understand it.
- Teachers explain the rationale behind the routine to help pupils understand why it is needed, as well as the sanctions that will be imposed if a pupil does not adhere to the routine.
- Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

Visible consistency – Adults will ensure all the above methods for encouraging positive behaviours and relationships are being used with and around the child demonstrating low-level behaviours. Adults will take opportunities to recognise the required positive behaviour when demonstrated by the child or others.

From January 2026, we will also introduce a 'Ready, respect, learn' approach into the classroom environment so that our pupils recognise that the pre-requisites for effective learning.



● **The classroom environment**

- In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.

- Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:
 - *Seating those who frequently model poor behaviour closest to, and facing, the teacher.*
 - *Seating those who frequently model poor behaviour away from each other.*
 - *Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.*
 - *Ensuring the teacher can move around the room so that behaviour can be monitored effectively.*
- Wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.
- Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

- **De-escalation strategies**

- Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

Appearing calm and using a modulated, low tone of voice

Using simple, direct language

Avoiding being defensive, e.g. if comments or insults are directed at the staff member

Providing adequate personal space and not blocking a pupil's escape route

Showing open, accepting body language, e.g. not standing with their arms crossed

Reassuring the pupil and creating an outcome goal

Identifying any points of agreement to build a rapport

Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened

Rephrasing requests made up of negative words with positive phrases, e.g. "If you don't return to your seat, I won't help you with your work." becomes, "If you return to your seat, I can help you with your work."

Rewarding Positive Behaviour

There are a number of ways in which we reward positive behaviour.

Firstly, in the Friday Awards Assembly, the following certificates of achievement are given out: Core subject Award, Foundation subject Award and St. Alban's Virtues certificate. The assembly will be facilitated by a senior leader, or another appropriate member of staff. As the celebration assembly will occur weekly, it should mean that each child in the year group, should receive at least one formal certificate per term, appropriately acknowledging their efforts and determination.



Core Subject Certificate



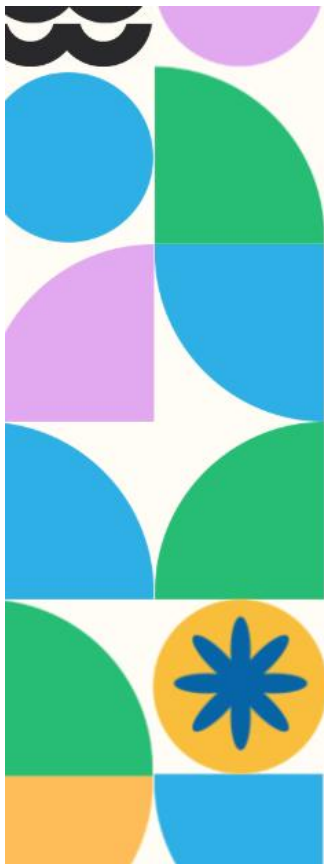
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This certificate is presented to

for

Signed by

Date



Foundation Subject Certificate



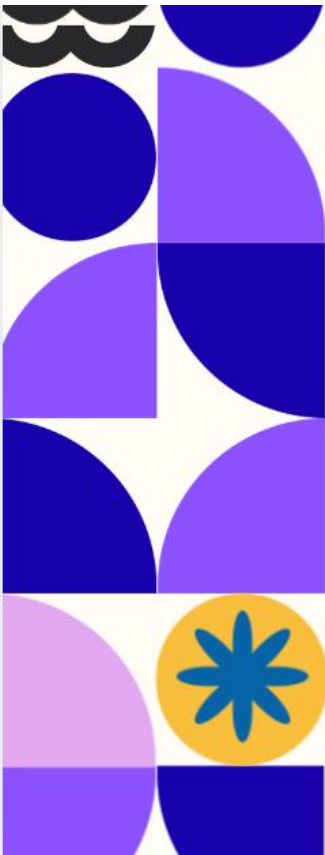
OF ACHIEVEMENT

This certificate is presented to

for

Signed by

Date



St. Alban's Virtues Certificate

OF ACHIEVEMENT

This certificate is presented to

for

Signed by _____ Date _____



In addition to this, we will implement a sticker system, in keeping with the vision statement, whereby children will receive a sticker for 'in the moment' rewards, where members of staff recognise positive behaviour.

We acknowledge that other rewards and strategies e.g. rewards for Times Table Rock Stars, rewards for library reading completion will also be regular occurrences. The house point system e.g. St. Aidan, Bede, Benet, Cuthbert, Oswald, Wilfrid and Hilda is also an alternative reward system. Although arguably less accurate, it gives pupils a sense of patriotism, sense of team and a collective responsibility as a mixed-age group of individuals. Furthermore, house points are in place and pupils receive regular house points for positive behaviour, but predominately the completion of learning tasks. It is well-documented within evidence that SEND pupils receive fewer 'points' in such systems, and therefore, St. Alban's staff are well versed in ensuing parity of points for pupils' effort and academic achievements. The Saints are also useful in a number of ways – including, but notwithstanding PE team colours.

We use Class Dojo to record house points; the reason for this is two-fold – this promotes 'instantaneous merit' where pupils can visually see how many Dojo points they have received, but it also provides school with a digital record, in which it can monitor fairness and equity across the school. It also enables the easy collation of points each week for Awards Assembly.

St. Alban's has purposely avoided class teachers creating individual reward schemes as these can often undermine the school's behaviour strategy and often becomes confusing to pupils and parents, alike.

It is hoped that by implementing these pre-emptive measures, there should be less need to implement intervention strategies for behaviour and positive behaviour is being taught and regularly reinforced.

6. Intervention and Restoration

- All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.
- Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.
- When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions: the school will recognise and consider the vulnerability of these groups.
- Following a fourth incident of challenging behaviour, the following sanctions are implemented:
 - *The headteacher may consider fixed-term exclusion in line with the school's exclusion/suspension policy.*
 - *The local pupil referral service may be contacted to conduct a home visit to offer support to the pupil and their family.*
 - *When the pupil returns to the school, the headteacher, pupil and parents will agree, in writing, a strategy for identifying instances of challenging behaviour and how to avoid them.*
 - *When returning to the school, the pupil will have an individual behavioural plan and/or pupil support plan, put in place.*
 - *Parents will be made aware, in writing that a further incident could result in permanent exclusion.*
 - For punishments to be lawful, the school will ensure that:
 - *The decision to punish a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.*
 - *The decision to punish a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.*
 - *The decision to punish a pupil is reasonable and will not discriminate on any grounds – as per the Equality Act 2010.*
 - The school will ensure that all punishments are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs and any SEND.

Restorative Practice

Restorative meetings may involve peers, staff and parents, depending on severity. Outcomes are recorded and reviewed. We can attempt to repair harm through structured conversations, but St. Alban's also recognises that restoration as a practice, is not always effective. Each case is assessed for the best and most appropriate management strategy:

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected and how?
4. What needs to happen to put things right?
5. What will you do differently next time?

7. Exclusions

This guidance is based upon current Local Authority and DfE guidance, which sets out the responsibility of the Head teacher, governing body, Bishop Wilkinson Catholic Education Trust and the Local Authority. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. Monitoring. It is the responsibility of the governing body to monitor exclusions. Exclusions will not be used if there are alternative effective solutions available, e.g. reparation (which enables a pupil to redress the harm that has been done), internal exclusion, managed move. Only the Head teacher has the authority to exclude, notifying parents/carers within one school day by telephone or letter. Details/records of incidents are kept, and exclusions reviewed by the governing body. Exclusion will only be used for serious breaches of school policy e.g.

- Verbal abuse
- Violent or threatening behaviour
- Persistent, defiant, disruptive, unsafe behaviour
- Racist or homophobic abuse
- Bullying

The school will take reasonable steps to set and mark work for pupils during the first five school days of exclusion, and alternative provision will be arranged from the sixth day. Parents will be required to attend a re-integration interview regarding pupil's fixed period exclusion.

Permanent exclusion

Permanent exclusion is an extremely serious step and will be used only in the most rare and extreme of cases. This can arise following an accumulation of fixed-term exclusions or as a result of a very serious one-off offence. Parents can make an appeal to the governing body against the decision to exclude. The school informs the parents how to make any such appeal. The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. Serious one-off offences may include:

- serious actual or threatened violence,
- sexual abuse or assault,
- supplying an illegal drug,
- carrying an offensive weapon.

Exclusions will not be used for:

- minor incidents (failing to complete homework, forgetting dinner money),

- poor academic performance,
- non-attendance/lateness.

7. Staff training

- The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.
- Teachers and support staff will receive training on this policy as part of their new starter induction and as part of their development.
- All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated regularly.
- Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.
- The logging of incidents will occur using the schools' MIS system (Arbor) so as to ensure that we are able to monitor and track behavioural difficulties which occur and identify any patterns. Lunchtime supervisors give verbal or written details of any incidents to class teachers or SLT which is then recorded on Arbor.

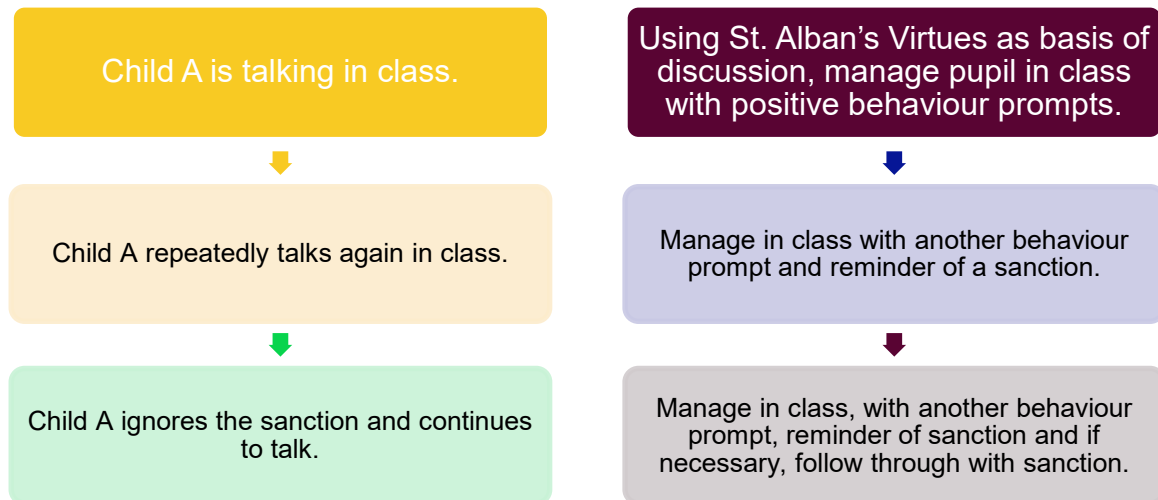
8. Monitoring and review

- This policy will be reviewed by the **headteacher** on an **annual** basis, who will make any necessary changes and communicate these to all members of staff.
- This policy will be made available for Ofsted inspections and review, upon request.
- The next scheduled review date for this policy is **September 2027**.

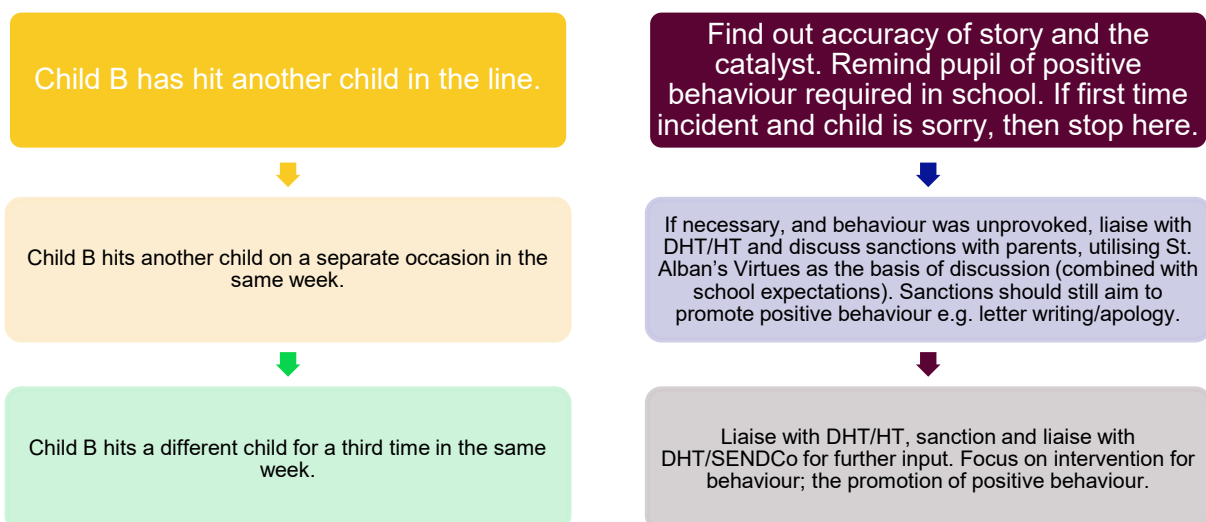
Appendix I:

Managing In-Class Incidents Flowchart

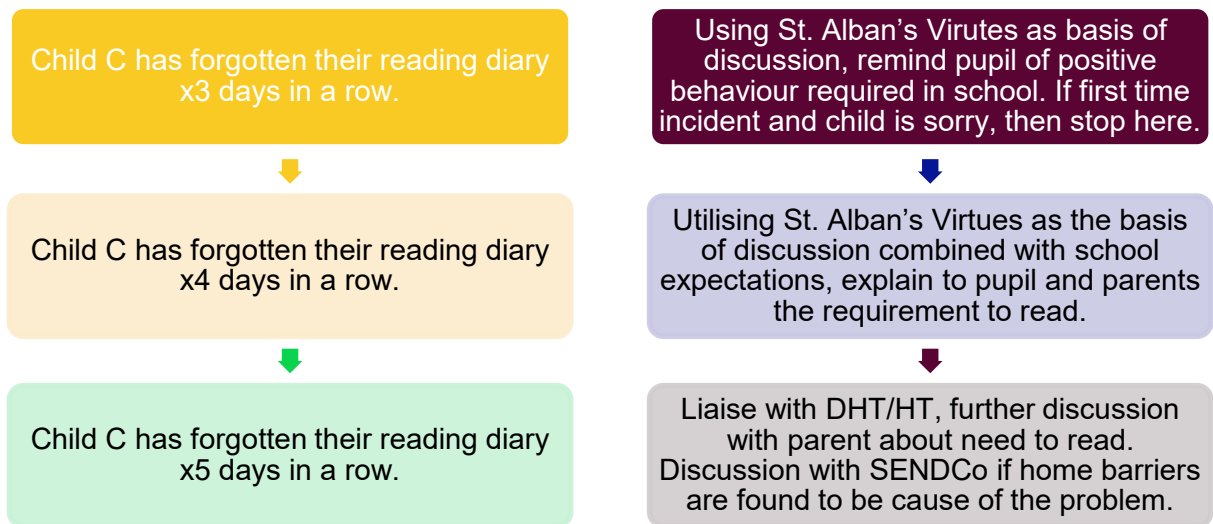
Case 1)



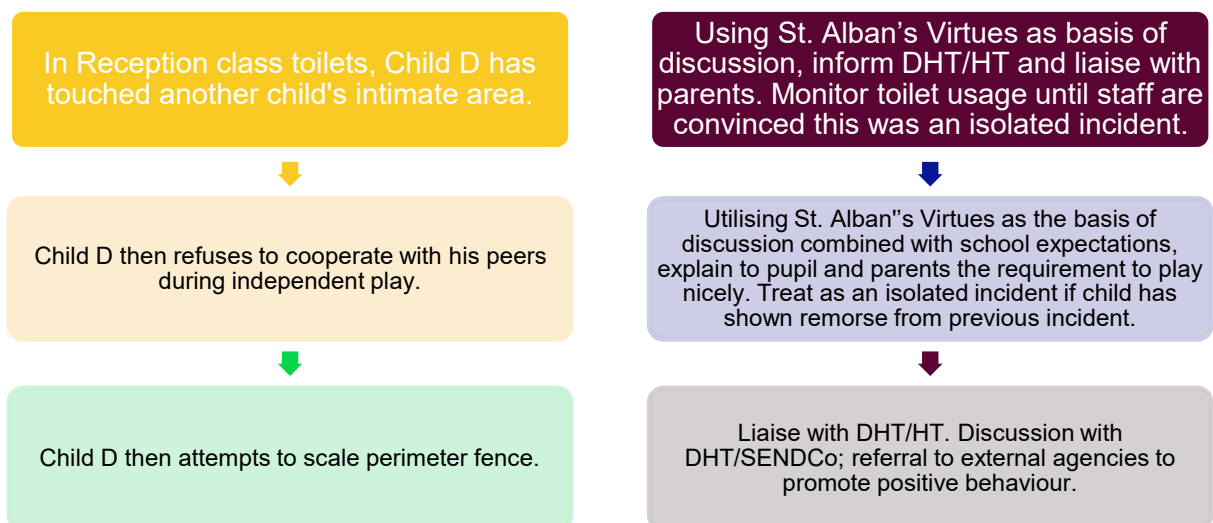
Case 2)



Case 3)



Case 4)



Case 5)



Case 6)



Case 7)



Case 8)

