

Our Lady Queen of Peace Catholic Primary School



Behaviour Policy

Headteacher: Mrs. C. Garbutt

Part of the Bishop Wilkinson Catholic Education Trust

This Policy was ratified by Our Lady Queen of Peace Governing Body in:

Signed by the Headteacher: *Mrs C. Garbutt*

Signed by the Chair of Governors: *Mrs K Bramley*

Date of next review:

This policy will be reviewed in **September 2026** or sooner if deemed necessary. All staff and governors will be consulted as to its effectiveness as part of the review process.

Requests for copies - If a signed paper copy of this policy is requested, the school office will provide this free of charge

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At Our Lady Queen of Peace, we aspire to a learning environment with respect at its core, where pupils, parents and staff have collective responsibility for working towards effective behaviour for learning. Our vision is to create a school where pupils are engaged in, and excited by, their learning and where adults are supported and enabled to provide the highest quality learning experiences for pupils. We want pupils to feel that they are safe, that their ideas are valued and that they have the skills to take ownership of their behaviour.

Our school is committed to:

- * promoting desired behaviour,
- * promoting self-esteem, self-discipline, regard for positions of 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.

Reasonable and proportionate actions and consequences will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

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.

It is the responsibility of the Headteacher and the Local Governing Committee to establish and maintain a behaviour policy for the school which has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996 and 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

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Rationale

Our mission reflects our commitment to ensuring that all members of our school community feel welcomed and valued for the contribution that they bring to our school. This is inspired by the life and teaching of Jesus Christ and the Gospels. We aim to provide an environment in the classroom where pupils feel that their ideas will be valued, that they can take risks in their learning, that they will not be belittled, humiliated or hurt by others in the classroom and that they know what will be asked of them and when. We aim to keep low level disruption to a minimum so all children can focus on learning.

We do this by:

- listening to pupils' ideas and showing that we take them seriously,
- creating a classroom environment where pupils expect to work together and help each other,
- creating a culture in which all pupils feel able to make mistakes and take risks,
- providing feedback on learning which helps everyone in the class to understand that wrong answers are just as important as correct ones,
- establishing clear routines and timetables so that pupils know exactly what to expect each day,
- following our School Mission Statement.

Our expectations of pupils' behaviour need to be continually reinforced. We communicate our expectations through:

- continual discussion of expected behaviours for learning,
- discussions about the behaviour expected, visually represented where appropriate,
- modelling and role-play (age appropriate),
- effective use of praise to celebrate positive behaviour,
- cues and prompts to keep pupils continually aware of what is expected of them throughout different activities within a lesson.

Expectations of Behaviour

In our school, we have three simple rules:

- BE READY
- BE RESPECTFUL
- BE SAFE

Pupils are taught what these words mean, how they can use these words to help them in school and what their behaviour will look like when they are ready, respectful and safe.

Staff will model desired behaviour, praise positive behaviour, and spot and address misconceptions.

Roles and Responsibilities

Every member of the school community (pupils, parents, staff and governors) has a role in developing effective behaviour for learning. Roles are clearly reflected throughout this policy.

The policy will be monitored through discussions with pupils, feedback from staff, learning walks and lesson observations conducted by the leadership team. The Headteacher and governors will take responsibility for monitoring the implementation of this policy and handling complaints regarding this policy, as outlined in the complaints procedures.

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Parents' responsibilities are:

- to make pupils aware of appropriate behaviour in all situations,
- to work in partnership with the school in order to support the school staff in the implementation of this policy,
- supporting their child in adhering to the school rules and reinforcing this at home,
- informing the school of any changes in circumstances which may affect their child's behaviour.

Staff responsibilities are:

- to treat all pupils fairly and with respect and to be a good role model,
- to use rules and actions and consequences clearly and consistently,
- to work in partnership with parents so that all pupils can see that the key adults in their lives share a common aim,
- to adhere to this policy and applying it consistently and fairly,
- to support pupils in adhering to this policy,
- to promote a supportive and high-quality learning environment,
- to model high levels of behaviour,
- to be aware of the signs of behavioural difficulties and provide support to any pupils with specific behavioural needs,
- to set high expectations for every pupil,
- to liaise with all relevant staff including Headteacher, SENDCo, Senior Leadership Team, Phase Leaders and external agencies such as BWCET, Together for Children, external support teams.

NB: ALL adults are responsible for managing behaviour around the school

Pupils' Responsibilities:

It is impossible in a list of "rules" to capture every example of positive behaviour that we wish to encourage. Our central principle is respect and the concept of learning together. It is essential that we develop in pupils a desire to respect themselves and others. By focusing on the principle of respect rather than specific behaviours, we help and support pupils to apply the principle to any context, both in school and beyond.

Our aims for each pupil:

- to show respect for themselves and for others, including pupils, staff and visitors,
- to work to the best of their abilities and allow others to do the same by treating them with respect,
- to work hard and support each other to learn together,
- to take care of property and the environment in and out of school,
- to co-operate with other pupils and adults and obey the instructions of the school staff,
- to take responsibility for their own behaviour both inside school and out in the wider community,
- to report any unacceptable behaviour to a member of staff in a timely manner.

At the beginning of the year, each class teacher will discuss and agree with pupils the main behaviours which underpin the aims in their classroom. These will be age appropriate.

Definitions

For the purposes of this policy, the school will define "serious, 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. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, 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 involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Child on Child Abuse
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Violence of any kind (hitting, kicking, biting, shoving, spitting)
- Verbal abuse including Racism. For example: incidents such as isolating, name calling, swearing, winding up, teasing or threatening
- Any form of sexual violence, sexual abuse or sexual harassment
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious 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

For the purposes of this policy, the school will define "low-level, unacceptable behaviour" as any behaviour which may disrupt the education of pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Persistent disruption of lessons
- Refusal/non-compliance/defiance
- Failure to complete classwork
- Rudeness
- Misuse of school equipment or school property including toilets
- Use of mobile phones without permission
- Graffiti
- Repeated non-compliance with school rules

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

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Rewards

We aim to be clear and explicit as to why we are rewarding pupils. Effective praise helps children to appreciate how their achievement is supported by their own behaviour. It acknowledges the child's choice, focuses attention on appropriate behaviour and fosters motivation. We recognise the need to be consistent when rewarding pupils, to avoid giving them confusing messages.

Rewards can range from the following:

(specific to age or individual teacher reward systems)

- * A smile or thumbs up signal (non-verbal praise)
- * A quiet word of praise (verbal praise)
- * Praise in front of others
- * Tangible rewards such as stickers, stampers
- * Class reward incentives such as a marble jar
- * House points (see below)
- * A star for the star chart or *Star of the Week* certificate
- * A prize from a reward box (educational prizes such as stationary – not chocolate or sweets)
- * A visit to another class teacher or member of staff in school
- * A visit to the Headteacher
- * Juice and biscuits with the Headteacher termly
- * A 'Good work' certificate in Celebration Assembly
- * Sharing successes and achievements with other pupils, other adults in school and with parents
- * Golden table for excellent manners during lunchtime (fortnightly)
- * Attendance awards
- * Ethos certificate in Celebration Assembly linking to *Rights Respecting* rationale

House Points

These will be given for exceptional behaviour, effort, enthusiasm and academic achievement. They can be earned individually, as a small group, or as a whole class. House Points will be collated fortnightly, and the winning house will receive golden time at the end of a term.

Consequences

We choose to use the term "consequences" or "immediate actions" rather than sanctions. Consequences signal that a pupil is making an inappropriate choice about his/her behaviour.

As with rewards, we recognise the need for consistency. We believe that when consequences are used fairly and consistently, positive relationships between adults and pupils are maintained.

Some, or all, of the following may apply depending on the severity of the circumstances and age of the pupils involved. This is to be decided in conjunction with the child's class teacher, senior members of staff and parents where appropriate.

- * A warning look (non-verbal reminder)
- * A quiet, private reminder about behaviour
- * A reminder of positive behaviour in front of the class
- * Use of traffic light system (visual) – an age-appropriate graded warning system

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- * Move pupil from activity as time out, a rest or movement break
- * Pupil seated away from their peers for a set time within the classroom to aid concentration
- * Loss of playtime for an agreed length of time such as 5 or 10 minutes. During this time the pupil or pupils may speak to a member of staff about their behaviour, write an apology card or complete an appropriate reflection. Where appropriate, a verbal or written apology will be shared with those involved
- * Pupil may be removed from a lesson to another classroom or a senior member of staff to remind about positive behaviour
- * Complete a reflection form to formalise the Restorative Approach
- * A personalised and age-appropriate sticker, reward or behaviour chart may be put in place
- * A period of time allocated to complete missed work in break times, lunchtime
- * Class teacher speaks to parents at the end of the day
- * Phone call to parents at the end of the day from Phase Leader or member of SLT
- * Removal of privileges (e.g., free choice, school trip/event, representing the school at a sporting event)
- * Discussion with the Headteacher
- * Headteacher invites parents into school to discuss behaviour and puts an individual behaviour plan in place
- * Pupils or their families may be offered support from outside agencies

Key Stage 2

Staff in Key Stage 2 will use a visual 'Traffic Light' system with green, yellow and red cards to remind pupils about positive behaviour. Yellow cards can be rescinded if behaviour improves, this will be encouraged. If a child has moved to a red card by breaktime, they will lose part of their playtime and remain with a teacher to write an apology letter. Three apology letters will result in parents being informed.

All children revert to the green card at the start of the next session.

Any Homework not completed by Thursday will result in pupils staying in class for part of their breaktime to complete the task set.

In more extreme cases of poor behaviour:

Pupils may be excluded from lessons for a longer period of time or the remainder of the day (internal inclusion)

Parents may be asked to remove their child from school on the day of an incident (suspension)

Pupils may be suspended for a certain period of time as agreed with members of the Governing Body on an individual case by case basis

Following a formal meeting with parents and professional agencies, pupils may be considered for a managed move to another school

Following severe or persistently repeated incidents, pupils may be permanently excluded from the school

See paragraphs below for further information.

Principles

- Staff will **clearly explain** to pupils what constitutes unacceptable behaviour within school.
- When pupils choose not to follow school rules, consequences should be **consistently** applied.
- Consequences will be **appropriate** while being flexible and sensitive enough to differentiate for pupils with any additional needs or SEND.

Serious incidents and persistent unacceptable behaviour will be formally logged during the weekly staff briefing and added to an incident log on Arbor or CPOMS (school online reporting systems).

Incidents which escalate to involve the Senior Leadership Team and Headteacher will be reported to the Local Governing Committee through the Headteacher's termly report to Governors.

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Restorative Approach

Staff will use the Restorative Approach whilst applying immediate actions or consequences. This approach is suitable for individuals or groups of pupils where learners have failed to meet expectations despite reminders or warnings.

A restorative conversation usually takes place after an incident. It involves asking a pupil or group of learners questions that promote reflective thinking and allow others the opportunity to listen and empathise. Most situations can be managed by discussing some / all of the answers to these questions and, where necessary, completing a reflection form.

- * What do you think happened?
- * What were you feeling or thinking?
- * Who has been affected and how do you think they feel?
- * What have you learnt and what would you do differently next time?
- * What can you do now to move on, have a fresh start and put things right?

This gives the responsibility to the pupil(s) to correct their behaviour.

Lunchtimes

We expect the pupils to follow our agreed school rules at all times, including lunch times. The behaviour policy is shared with all lunchtime supervisors. Lunchtime supervisors, should encourage pupils to behave appropriately. Where pupils choose to behave inappropriately at lunchtime or playtime, the following course of action is applied:

- * Adult reminds the child of the appropriate behaviour
- * Adult warns the child that the next step is a time out
- * Adult implements an age appropriate agreed minutes of time out
- * If child fails to respond and modify behaviour, adult notifies the class teacher at the end of lunch
- * Adult contacts a senior member of staff to speak to the pupil
- * Senior member of staff contacts the Headteacher to speak to the pupil

As a school, we encourage active, purposeful play. During the course of this academic year, a plan for outdoor playtimes will be implemented which involves the pupils taking responsibility for class or group play in specifically designed play spaces.

Support for pupils

It may be necessary to negotiate additional support where pupils consistently display inappropriate behaviour. This will be done in collaboration with the SENCO, Headteacher and class teacher. This may lead to a referral to external agencies such as:

- * the school-based counsellors from *The Road Centre*,
- * the Education Psychologist, CAMHS, behaviour support teams
- * Clennell Education Solutions (advisors in safeguarding support for schools)

A behaviour support plan will be put in place in discussion with staff and parents in order to plan and implement measurable targets to support pupils in the classroom and school learning environment.

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Support for Staff

Where a member of staff requires support to implement the behaviour for learning policy, or to address particularly challenging behaviour, an initial discussion will take place with the Headteacher to determine the most appropriate support. This may involve support from a senior member of staff in school or may involve support from external agencies such as the Local Authority or the behaviour support team.

Support for Parents

Where parents request support to deal with inappropriate behaviour at home, school may suggest specific strategies, they may refer parents to the School Counsellor or they may refer parents to a specific support programme. In some cases, school may feel it is appropriate to complete the Early Help Assessment with parents to access additional support services.

Where parents have concerns about the behaviour of their own or other pupils in the school, they are encouraged to report this to an appropriate member of staff. In most cases, this should start with the class teacher. If the matter remains unresolved, they are encouraged to follow the steps listed below:

1. Report concern to Class Teacher
2. Report concern to Phase Leader
EYFS concern – Mrs Brown
KS1 concern – Mrs Elder
KS2 concern – Miss Addison
3. Report concern to Deputy Headteacher – Mrs Lamond
4. Report concern to Headteacher – Mrs Garbutt
5. Report concern to Head of Governing Body – Mrs Bramley

Please note, that any concern made to the Bishop Wilkinson Catholic Education Trust, the Local Authority or the Diocese of Hexham and Newcastle will always be referred back to Our Lady Queen of Peace Governing Body for review and investigation.

Help and advice for parents, pupils and staff may be sought from our external Safeguarding Advisors:

[Clennell Education Solutions](#)

Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Records will be kept of all reported incidents (on Arbor or CPOMS) to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Internal Inclusions, Suspension and Permanent Exclusion

Following a severe incident of inappropriate behaviour, or repeated incidents of unacceptable behaviour, the headteacher will consider whether the pupil should have an internal inclusion, a suspension or a permanent exclusion, in line with the school's Suspension and Exclusion Policy. This links directly to guidance from the Department for Education entitled DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'.

The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil.

The reasons below are examples of the types of circumstances that may warrant an internal inclusion, suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Internal Inclusion

Internal inclusion is an internal process within the school and is used when the objective is to remove the pupil from class and / or playground, not from the school site, for disciplinary reasons. As part of a whole school approach to behaviour, internal inclusion usually offers immediate, short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted. Pupils will be required to complete set work whilst excluded from class and this work should be provided by class teachers. Pupils will also be encouraged to reflect on the reasons for their internal inclusion.

Internal inclusion will involve the pupil being removed from a lesson to a room where they can be monitored by a Senior Leader such as the Deputy Head or Headteacher. If the internal inclusion period is over lunchtime, pupils will be given full access to their lunch, toilet breaks and fresh air, as necessary. This will not be with their peers and will be under the direct supervision of a Senior Leader. Internal inclusions will be logged on the schools recording and reporting system on Arbor. Parents will be informed that day as to the reasons for an internal inclusion.

Suspension

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them, or others, at risk.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). It is important that during a suspension, pupils still receive their education. Work will be set and marked for pupils during the first five school days of a suspension. The school's legal duties to pupils with disabilities or SEN remain in force, for example, to make reasonable adjustments in how they support SEND pupils during this period.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

Permanent Exclusions or Managed Moves

Permanent Exclusion or a Managed Move to another educational setting is an extremely serious step and an acknowledgment that a pupil can no longer cope in the current school setting. This can arise from an accumulation of suspensions or as a result of a very serious one-off offence.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently.

Whenever a headteacher suspends or permanently excludes a pupil they must, without delay, notify parents of the period of the suspension or permanent exclusion and the reason(s) for it. They must also, without delay, after their decision, provide parents with the following information in writing:

- the reason(s) for the suspension or permanent exclusion;
 - the period of a suspension or, for a permanent exclusion, the fact that it is permanent;
 - parents' right to make representations about the suspension or permanent exclusion to the governing board
- All records will be logged on the schools recording and reporting system on Arbor.

Positive Handling / Team Teach

Our Lady Queen of Peace believes that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, the school recognises that, in certain circumstances, managing violence through physical control may be necessary. The term 'positive handling' includes a wide range of supportive strategies for managing challenging behaviour. A clear and consistent positive handling policy supports all students, including those with social, emotional and behavioural difficulties, within an ethos of mutual respect, care and safety.

Staff have a duty to intervene in order to prevent students from hurting themselves or others or damaging property. Our Positive Handling policy acknowledges that situations may arise in which staff members will be

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required to use positive handling, and in some cases *Team Teach* approaches, in order to manage conflict when other measures have failed to do so. The aim of this policy is to ensure that actions such as positive handling are used in a correct and safe manner, which is in accordance with the relevant legislation and national guidance.

Team Teach is an accredited training company that provides de-escalating strategies and physical intervention techniques to support teaching, learning and behaviour. *Team Teach* promotes the least intrusive positive handling strategy with an emphasis on exhausting all verbal and non-verbal de-escalation techniques before physical handling methods are utilised. Several staff at our school are trained and accredited to use *Team Teach* approaches.

Before using physical interventions staff take effective action to de-escalate and reduce risk by:

- showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning,
- giving clear directions for pupils to stop,
- reminding the pupil about rules and likely outcomes,
- removing an audience or taking vulnerable students to a safe place,
- making the environment safer by moving furniture and removing objects which could be used as weapons,
- using positive guidance to escort students to somewhere less pressured,
- ensuring that colleagues know what is happening and call for help.

Physical intervention should only be used when there is no realistic alternative and for the shortest amount of time possible. Any response to challenging behaviour should be **reasonable, proportionate and necessary**.

If *Team Teach* approaches have needed to be used for the safety of pupils and / or staff, parents will be informed that day and all incidents will be recorded. Please ask at the School Office if parents would like to see a copy of our Positive Handling Policy.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will 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 the wider community to promote consistent support for pupils' health and wellbeing.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

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Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers, E-cigarettes and vapes
- Fireworks
- Pornographic images
- 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 any person, including the pupil themselves; or
 - to damage the property of any person, including the pupil themselves.

Behaviour outside of school premises

Pupils at Our Lady Queen of Peace must agree to represent the school in a positive manner. This applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform
- Travelling to or from school
- Taking part in any school-related activity including sporting events such as football matches
- In any way identifiable as being a pupil at the school

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Staff may also apply consequences for pupils for misbehaviour outside the school premises, including conduct online, that:

- could negatively affect the reputation of the school,
- could pose a threat to another pupil, a member of staff at the school, or a member of the public
- could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff. Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Behaviour Policy.

Monitoring and review

This policy will be reviewed by the Headteacher, Senior Leaders, staff and governors on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2026, or earlier, if deemed necessary.