ST.ANNE'S COPP CHURCH OF ENGLAND PRIMARY SCHOOL, GREAT ECCLESTON

BEHAVIOUR POLICY



"Let us love, not in word, but in truth and action." (1 John 3:18)

August 2026

The behaviour policy has been developed using research by EEF in the document – 'Improving Behaviour in Schools'

Approved by GB: August 2026
Next review due: August 2028

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In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in compassion and understanding, promote justice and possess commitment and aspire to make a positive difference. We offer an ambitious curriculum that ignites curiosity along with high personal expectations that fosters resilience and which enables them to flourish. Our children are easily distinguished by the courage they show when making brave choices and understand the importance of becoming the very best versions of themselves.

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1.0 INTRODUCTION

This policy should be read in conjunction with the most recent version of **Keeping Children Safe in Education (KCSIE)**, Positive Handling National Guidance and the school's Positive Handling, Anti-Bullying, Safeguarding and Equalities policies. Where behaviour concerns indicate a potential safeguarding issue, procedures will be followed in accordance with **KCSIE** and the school's Safeguarding and Child Protection Policy.

Relationships build our self-esteem and develop our sense of belonging. We aim in this policy to create a simple and effective system which builds skills for life. Best practice is embedded in promoting growth and providing opportunities to the children to reflect and develop skills including: communication, confidence, resilience and independence.

At St. Anne's Copp Church of England Primary School, we have 2 simple school rules:

1. Show respect in all that you do and say
2. Respect people's personal space and feelings

The following key aims contribute to the ethos of St. Anne's Copp Church of England Primary School and form part of our Home-School agreement (see Appendix 1) which is sent out to all families at the start of each school year:

1.1 AIMS:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- To contribute to an ethos of mutual respect and student self-discipline.
- Establish a consistent whole-school approach to maintaining high standards of behaviour that reflects the values of the school
- To develop a sense of community where all adhere to a code of conduct.
- To use restorative approaches whilst having clear boundaries on what we consider to be unacceptable behaviour, including bullying and discrimination

WE EXPECT OUR CHILDREN TO:

- Aspire to be their best at all times
- Aspire to do their best at all times
- Act sensibly, responsibly and respectfully, speak politely and listen to others
- Achieve excellence whenever they can
- Be respectful inside and outside of school, showing good manners without exception
- Walk sensibly around school

We believe our children will thrive if we provide our children with an environment in which they can flourish. Our school will actively connect our values of compassion, understanding, justice, aspire, courage and resilience to learning and behaviours. We recognise that misbehaviour can impact negatively on others both within and outside the classroom. School has three strands to managing misbehaviour as follows:

- **Strategies to prevent misbehaviour**
- **Personalised approaches to dealing with misbehaviour**
- **Consistency and coherence in school's approach**

1.2 WHAT IS MISBEHAVIOUR?

Throughout this policy, we refer to unwanted behaviour as 'misbehaviour'. We promote expected behaviour through encouragement, praise and reward. At the same time, we recognise that children need and benefit from very clear guidelines of acceptable behaviour. It follows that there is a need for certain sanctions as a result of misbehaviour.

2.0 HOW WILL OUR INTENT BE ACHIEVED?

2.1 USING LANGUAGE OF CHOICE AND ASSERTIVE DISCIPLINE

In disciplining children, adults are not only seeking to stop an immediate misbehaviour, but also to teach them about the impact of their behaviour on themselves and others, and about the power of their own choice. This helps them learn how to avoid the misbehaviour (and so also the undesirable consequence) for the longer term. Using 'language of choice' is in contrast to using 'language of demand'. If you demand something of someone, for example "If you don't stop talking now, you'll get a 'time out'!" you are directly prompting one of two natural responses, which is either to:

- Resist the demand (and create conflict)
- Accede/Give in to the demand (and lose face)

Instead, language of choice places responsibility for behaviour with the child, for example, "If you choose to interrupt again while I am explaining this you will have to receive a 'time out'. Think about making the right choice. Thank you!" Crucially, this approach bypasses the natural instinct to resist, that can more easily occur when we are simply told what to do, while still leaving the option of a consequence open if the child does not make the right choice.

Know and Understand our pupils and their influences	Meet and greet our pupils at the door Never walk past or ignore pupils who are failing to meet expectations Understand our pupils strengths and interests To use the scripts Follow up all behaviour including restorative conversations and communication with parents Plan lessons that engage, challenge and meet the needs of all pupils Deal with all poor behaviour in private
Teach learning behaviours alongside managing misbehaviour	Teach responsible behaviour as part of the school day Teach the link between behaviour and outcome Link behaviours explicitly to the teaching within myHappymind
Use classroom management strategies to support good classroom behaviour	Consider classroom layout Consider good pupil partnerships Reinforce school behaviour expectations Recognise and reward good behaviours Recognise that sometimes universal strategies may not always work for all pupils
Apply simple approaches to regular routine	Staff will consistently apply the school behaviour policy Staff will consistently apply script language across school

Use targeted approaches to meet the needs of individuals	Where practical, ensure approaches are adapted to individual needs Provide training in specific strategies with high behaviour needs
Apply consistency	Whole-school consistency of language and approach is paramount School recognises that whole-school approaches to behaviour may take longer to embed

2.2 PUBLIC PRAISE / PRIVATE CRITICISM

Public acknowledgement of pro-social behaviour and individual success can be very powerful in a positive way. Similarly, public criticism of misbehaviour, or correction in public, can often be very damaging. Usually, drawing any attention to misbehaviour should be as private as possible; lowering a child's self-esteem (making them feel inadequate or at all foolish especially in front of others) is likely to increase misbehaviour, if not now, then later. In the classroom, adults will always seek to come close to a pupil to speak to them quietly, avoiding drawing attention to undesired behaviour in front of other children or loudly across the classroom. In this way the misbehaviour is still pointed out, but the child is given privacy and time to reflect on choices they made and to think for themselves about what they might do differently moving forward.

2.3 BEING CONSISTENT AND CLEAR

Children need for their world to be as reliable as possible. When adults act consistently and reliably, they help children understand where the behaviour boundaries are and makes them feel safer and less anxious. This in turn will make it less likely that events will trigger misbehaviour.

2.4 ADOPTING A GROWTH MINDSET

An individual's 'mindset' is now recognised as key to achievement and success in all walks of life, including in education. The idea that we have either a fixed or growth mindset has developed out of decades of research by leading psychologist Professor Carol Dweck and helps to explain what is required for improved resilience, behaviour and achievement. It is important that children relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others. This will help them to achieve well, not only at school but also in their future lives as adults. At St.Anne's Copp Church of England Primary School we have adopted the NHS-backed myHappymind programme. This teaches the children the science of the brain along with individual units: celebrate, appreciate, relate and engage. More information can be found at: https://myhappymind.org/myHappymind.

We know that in order to fulfil their potential and encourage children to become confident and resilient learners we, as a team of parents/carers and staff, need to be modelling the mindset of a learner who is not afraid of making mistakes but who thrives upon them, knowing that this is all part of the learning process. The way in which we encourage children to learn and explore is vital to their success, not only at school but at home as well.

2.5 MODELLING DESIRED BEHAVIOUR

Children learn from the behaviours they see and experience around them, making it very important for adults to always demonstrate in themselves the behaviours that they expect from children. In school, this is particularly important in terms of behaviours like respect, compassion, justice, apologising and accepting apologies, acknowledging mistakes, resolving difficulties fairly and amicably, and so on. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. Staff avoid communicating these feelings to the child/ren and at school will work hard to keep responses low key and matter of fact. This encourages a calm and logical, rather than heated and emotional, response.

3.0 BEHAVIOUR THROUGHOUT THE SCHOOL AND EXTENDED DAY

This policy will be applied throughout extended opening times.

3.1 BEHAVIOUR CURRICULUM

At St Anne's Copp, positive behaviour is taught explicitly through a planned behaviour curriculum that is delivered progressively throughout the academic year. We recognise that appropriate behaviour, self-regulation and positive social interactions must be taught, practised and reinforced in the same way as academic learning. Our behaviour curriculum clearly defines the expectations, routines, values and conduct expected of all pupils and we provide regular opportunities for these to be taught, modelled, discussed and practised across a range of contexts. Through assemblies, class-based teaching, restorative conversations and daily interactions, pupils develop the knowledge, skills and attitudes needed to contribute positively to the school community and succeed both socially and academically.

3.2 STRUCTURED TIMES

All children have the right to learn in a safe, calm and respectful environment where they can achieve their best without unnecessary distraction. At St. Anne's Copp, we recognise that positive behaviour is central to successful learning and we actively notice, praise and celebrate children who demonstrate our school expectations and values.

The Learning Ladder is used consistently across all classes and by all staff as a positive framework for recognising and reinforcing expected behaviours. All children begin each day on Green, providing every child with a fresh opportunity to demonstrate positive choices and progress throughout the day. Children can move up the ladder in recognition of behaviours such as listening attentively during teaching, engaging positively with learning, demonstrating perseverance and resilience, being a positive role model, showing our school values, working independently, supporting others and producing work that reflects their best effort.

Staff use specific, timely and genuine praise so that children understand exactly which behaviour or attitude has been recognised and why it contributes to a positive learning environment. The emphasis is on recognising effort, progress, responsibility and positive choices, rather than simply rewarding attainment. This enables all children, regardless of ability or starting point, to experience success and understand that their behaviour and choices can positively influence their learning and the learning of others.

The Learning Ladder is not used as a public ranking system or to compare children with one another. Its purpose is to encourage self-regulation, reinforce our shared expectations and help children develop the behaviours, attitudes and character needed to become confident, respectful and successful learners.



An example of our class learning ladder that is used in every class in school.

3.3 SANCTIONS

Staff will respond to low level behaviour calmly, consistently and proportionately using the following graduated approach:

1. Reminder – quietly remind the child of the expected behaviour
2. Choice – give the pupil a clear opportunity to make the expected choice.
3. Consequence – where behaviour continues, apply an appropriate and proportionate consequence.
4. Repair – where appropriate provide an opportunity for the pupil to reflect on the impact of their behaviour and repair any harm caused.
5. Reset - support the pupil to return positively to learning and reinforce the expected behaviour.

Staff will use the school's agreed language of choice and will deal with behaviour as privately as reasonably possible.

3.4 RESTORATIVE APPROACH

Consequences will be used to teach and support improved behaviour rather than simply to punish.
Where appropriate, staff will use a brief restorative conversation to help pupils understand:

- what happened;
- who was affected;
- the impact of their behaviour;
- what they could do differently;
- how they can repair or put right any harm caused.

The aim is to maintain clear boundaries while preserving positive relationships and supporting pupils to develop self-regulation, responsibility and independence.

3.5 CONSEQUENCES and PLAYTIMES

The routine withdrawal of a pupil's entire playtime will not be used as the default consequence for low-level behaviour.
Where a consequence is required, staff should select a proportionate response that is related to the behaviour wherever possible. This may include a brief restorative conversation, repairing damage or disruption, practising or re-teaching an expected routine, or a short-supervised reflection period.

Any restriction from an activity or privilege should be proportionate, purposeful and consistent with the pupil's individual circumstances.
Play and opportunities for social development remain important aspects of the school day and should not routinely be removed as a consequence for low-level behaviour.

3.6 SEND and INDIVIDUAL NEEDS

The school recognises that behaviour can be influenced by individual needs, including SEND, communication difficulties, emotional regulation, sensory needs, learning difficulties and other barriers to successful participation.
High expectations apply to all pupils; however, reasonable and appropriate adjustments may be required to enable individual pupils to meet those expectations.
Staff will consider whether adaptations to teaching, routines, environment or communication are required before relying on repeated sanctions. Such adaptations may include visual prompts, chunked instructions, movement or regulation breaks, seating adjustments, additional processing time, explicit teaching or re-teaching of routines, now/next approaches, or other personalised strategies.
Behaviour choices will always be addressed and, where appropriate, discussed with the pupil through a restorative conversation. For pupils with additional needs, including difficulties with emotional regulation, communication or sensory processing, the timing of this conversation will be carefully considered. Where a pupil is dysregulated, the conversation will take place once they are calm, regulated and able to engage meaningfully with an adult. This ensures that the pupil is able to understand, reflect on and take responsibility for their behaviour and identify more appropriate choices for the future.
Where a pupil continues to experience difficulties despite universal approaches and appropriate adaptations, the school will consider a targeted support approach.
Where behaviour may be linked to a safeguarding concern, vulnerability or unmet need, staff will respond in accordance with Keeping Children Safe in Education (KCSIE) and the school's safeguarding procedures.

3.7 UNSTRUCTURED TIMES

Playtimes and lunchtimes are the most unstructured part of school. By talking and playing with others, and participating in extra-curricular activities, pupil's social development is greatly enhanced. It is a time, too, when individual pupils who are less successful in forming constructive relationships with others can create difficulties for both themselves and others. Good behaviour at unstructured times should be achieved through:

- Good relationships between teacher, support staff and pupils
- Clear routines that are understood by all
- Explicit expectations regarding what is good behaviour and what is misbehaviour
- The provision of structured tasks to engage the pupils.

It is important that staff develop consistency with all our children. Part of this is to alert teaching staff to misbehaviours that have occurred during unstructured times. Misbehaviour should be dealt with at the time the incident occurs, as long as the child is emotionally able to cope, using the language structure outlined below to enable the child to make improved choices. Should the child repeat the misbehaviour, the child will be referred to their class teacher and staff will follow the 4 stage behaviour chart (see section 5.1). Staff at St.Anne's Copp Church of England Primary school do not wish to impact on good classroom behaviour and as such, any misbehaviours that occur in unstructured times are logged centrally by the break/welfare staff.

3.8 BREAKFAST, AFTER-SCHOOL CLUB and ENRICHMENT CLUBS

Our school expectations and rules apply equally to children accessing enrichment clubs, breakfast club or after-school clubs (Geccoes). Staff will apply consistency and the same strategies to deal with misbehaviours that occur beyond the regular school day (8.40am – 3.15pm). See section 5.1.

3.9 MONITORING BY SLT

Behaviour incidents will be recorded in accordance with the school's recording procedures. The Behaviour Lead and Senior Leadership Team will monitor behaviour incidents and patterns every two weeks. Monitoring will consider the frequency, nature, context and repetition of behaviours and will seek to identify patterns across individuals, classes, times of day and locations.

Any patterns of behaviour that may indicate safeguarding concerns will be shared with the Designated Safeguarding Lead (DSL) and managed in line with **KCSIE** and the school's Child Protection and Safeguarding Policy.

Where a pupil demonstrates the same or similar misbehaviours repeatedly, despite consistent implementation of the school's universal behaviour approaches, the pupil will be considered for a Behaviour Plan.

3.91 BEHAVIOUR PLANS

A Behaviour Plan will provide a personalised, supportive and consistent response. It will identify:

- the specific behaviour(s) causing concern;
- possible triggers or barriers;
- the desired behaviour;
- preventative strategies and reasonable adjustments;
- strategies the pupil can use;
- the agreed adult response;
- recognition and reinforcement of positive change;
- proportionate consequences;
- restorative approaches;
- arrangements for monitoring and review.

Parents/carers and, where appropriate, the pupil will be involved in the development and review of the Behaviour Plan.

Where concerns continue, the school may involve the SENCo, Behaviour Lead, Learning Mentor, Early Help or appropriate external/specialist services in accordance with the school's graduated response. Where behaviour raises safeguarding concerns, referrals and support will be considered in line with **KCSIE**, including consultation with the Designated Safeguarding Lead and relevant external agencies where appropriate.

The purpose of the Behaviour Plan is to identify and address patterns of behaviour early, provide consistency and support the pupil to develop the skills required to succeed.

4.0 DE-ESCALATION STRATEGIES AND PHRASES

Sometimes when children display misbehaviour, they will initially be so upset or emotionally distressed, that action needs to be taken to calm the situation before we can begin to address the behaviour itself.

4.1 STAFF RESPONSES

Here is the script (with guidance) that experts in behaviour management suggest will help (and that staff at St.Anne's Copp use), when that happens:

1.	**We will use the child's name when we begin to speak with them**	This addresses the child directly and shows them that they have your full attention and that you mean to sort the situation out for and with them.
2.	**"I can see something is wrong" / "I can see you are (behaviour)" (state the behaviour)**	A phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation. It also recognises the reality of a situation and why this needs adjusting.
3a.	**"I am here to help you"**	A phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).
3b.	**"Talk and I will listen"**	This strategy provides children with a calm option to explain what's on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour won't be repeated in the future.
3c.	**"Come with me and we'll talk about it…"**	Quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm. We would always use this tactic if the child is in an unsafe place (e.g. on a wall or on the roadside).
4.	**"If you choose to do XXXX again, you will receive a consequence"**	This gives children a chance to positively adjust their behaviour in a constructive way.
5.	**(Name), at St.Anne's Copp, (eg.) we respect and listen so that everyone can learn**	Behaviour is de-personalised and whole-school expectations are referred to, in order to encourage behaviour
6.	**Last step would always be to praise the child for making the adjustment.**	Recognising adjusted behaviour is important. This may be linked to myHappymind or our school values.

5.0 <u>LEVELS OF BEHAVIOUR</u>

All staff follow the stages below to determine actions for the misbehaviour they are dealing with. We will always listen to the child and follow the verbal conversations above to determine reasons. However, there may be times where sanctions are needed.

5.1 STAGES OF MISBEHAVIOUR

Stage	Misbehaviour (not limited to)	Action Required
1	• Off task • Calling out • Failure to follow instructions or school procedures • Back chat, disrespectful comments	• Praise/rewards for good behaviour • Speak quietly to the child concerned • Discuss poor behaviour with child • Reinforce correct behaviour
2	• Any inappropriate physical contact • Offensive remarks to peers or staff	• As above PLUS • Make expectations clear • Child moved/separated in class/outside • If at break/lunch, incident shared with class teacher. Repeated incidents of the same nature then child sent to class teacher • Withdrawal of privileges e.g. break • Informal chat with parents by class teacher • Incident logged on CPOMS by class teacher • If at GECCOES, parents informed by GECCOES staff and logged on CPOMS at point of collection
3	• Verbal / physical aggression • Vandalism to school property which may result in injury to themselves or others • Stealing or damaging the property of others • Repeated incidents of misbehaviour (pattern analysis)	• As above PLUS: • If repeated behaviour after seen by class teacher, at break/lunch/GECCOES, incident shared with Behaviour Lead • Reporting to Behaviour Lead • Behaviour Lead to speak with parents • Positive reinforcement – e.g. Dojo/smiley chart • Incident logged on CPOMS by Behaviour Lead • 2 week Behaviour chart shared with pupil, parents, class teacher and Behaviour Lead • Possible Positive Handling plan/EHA • Parent may be asked to pay for damage caused to property • Where incidents suggest a possible safeguarding concern, the matter will be referred to the Designated

		Safeguarding Lead and recorded in accordance with **KCSIE** procedures.
4	• Aggression which results in positive handling or may have caused injury to self or others	Parents informed by HT/SLT/Behaviour Lead • TAC (Team Around the Child) meeting (inc SENCO and Learning Mentor) • As above PLUS: • Escalation to Head Teacher or Deputy Head in Head Teacher's absence • Evaluation of situation which may result in exclusion • Work with external agencies on strategies • Where incidents suggest a possible safeguarding concern, the matter will be referred to the Designated Safeguarding Lead and recorded in accordance with **KCSIE** procedures. On return to school: • Learning Mentor • Working independently within or outside of class, if necessary • Positive methods to re-integrate
In some circumstances, behaviour may be deemed so severe that staff need to follow additional policies contained within the Appendix of this document such as : • positive handling / reasonable force (Appendix 2) • exclusions (Appendix 3) • behaviour outside of school (Appendix 4) • searching pupils (Appendix 5)		

5.2 BULLYING

School has a separate Anti-Bullying Policy. Bullying behaviour will be addressed in line with both the Anti-Bullying Policy and the safeguarding principles contained within **Keeping Children Safe in Education (KCSIE)**. School will not tolerate bullying of any kind and will actively apply the Anti-Bullying policy. In addition, school works with external agencies such as NSPCC to ensure our children do not have a simple view of bullying. Classes also have class charters and our school has 6 values that are consistently and repeatedly enforce: courage, compassion, aspire, justice, understanding and resilience. We also have a Wellbeing Mentor who is available to listen to children.

The word 'bully' can be and is often used too freely by both children and parents. Bullying is when something occurs frequently and consistently by one or more children/adults against another.
The Headteacher reports to the Governing Body on behaviour/discipline which is included as part of the headteacher's report. Guidelines for staff are included in the Staff Handbook which is updated regularly.
Abusive or inappropriate behaviour from parents or family members towards any member of staff is not acceptable and individuals or groups who use or condone this sort of behaviour may be asked to leave the premises

5.2 RECORDING OF INCIDENTS

Staff record incidents. Any incident that raises a safeguarding concern will be recorded and reported to the Designated Safeguarding Lead in accordance with **KCSIE** and the school's Child Protection and Safeguarding Policy. The Behaviour Lead monitors patterns every fortnight and if there are repeated episodes of classroom disruption or incidents outside, a child may be given a behaviour chart. It is important for staff to understand patterns of behaviour with individuals and at whole-school level. It is also important that the Behaviour Lead understands each child's story and that robust dialogue occurs between other professionals in school (eg. SENCo, Head Teacher) to determine whether any support is needed. When patterns of behaviour do occur, the Behaviour Lead can effectively monitor the effectiveness of the policy for efficiency and appropriateness for the misbehaviours that are being displayed in school. Monitoring is regularly an item on Senior Leader meetings as well as staff meetings.

6.0 PARENTAL CONDUCT

Abusive or inappropriate behaviour from parents or family members towards any member of staff is not acceptable and individuals or groups who use or condone this sort of behaviour may be asked to leave the school premises.

Any form of aggression – whether this be written, verbal or physical – is not acceptable and staff should not feel vulnerable in their working environment.

In extreme circumstances of abusive or inappropriate conduct towards staff members, school may seek Legal advice which could result in a warning letter to the parent, carer or family member or a ban from school premises.

Where staff names or phrases that may identify a member of staff are placed on social media platforms, school will request this is removed immediately and may seek advice from the Legal team.

APPENDIX 1

HOME-SCHOOL AGREEMENT

At the start of every academic year, teachers explore the home-school agreement with their pupils. This is signed and a copy of the agreement is posted on the class Dojo page for parents.

AIMS:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- To contribute to an ethos of mutual respect and student self-discipline.
- Establish a consistent whole-school approach to maintaining high standards of behaviour that the values of the school
- To develop a sense of community where all adhere to a code of conduct.
- To use restorative approaches whilst having clear boundaries on what we consider to be unacceptable behaviour, including bullying and discrimination

WE EXPECT OUR CHILDREN TO:

- Aspire to be their best at all times
- Aspire to do their best at all times
- Act sensibly, responsibly and respectfully, speak politely and listen to others
- Achieve excellence whenever they can
- Show good manners without exception

STAFF WILL:

- Deal with misbehaviour following the school script
- Be consistent in their approach
- Listen and encourage children to reflect and correct their behaviour
- Be fair
- Be alert to children demonstrating pro-social behaviours
- Ensure accurate logs are kept to determine behaviour patterns in school

"Let us love, not in word, but in truth and action." (1 John 3:18)

In school, the following examples show how pro-social behaviours may be demonstrated:

- Being polite
- Saying 'please' and 'thank you'
- Holding a door open for someone else or letting them pass first
- Taking turns and waiting for others
- Moving quietly and without fuss (e.g. into the class or to the dining table)
- Making eye contact quickly and quietly when asked to listen
- Paying attention
- Sitting still when required (e.g. in assembly or at a performance)
- Responding when asked (e.g. to start class work, tidy up or line up)
- Treating books, equipment, belongings carefully
- Following instructions at the first time of asking
- Keeping books, work, possessions tidy
- Keeping themselves and their physical appearance clean, smart and/or tidy
- Tidying and clearing up
- Moving from one task to another without reminders
- Working very hard at something
- Taking a lot of care or giving something a lot of thought (e.g. work)
- Contributing in discussions (willing to answer questions or talk about a subject)
- Asking for help when they need it
- Keeping calm in a difficult situation
- Being a good friend
- Working well with classmates or children across school
- Listening and acknowledging someone else's point of view
- Speaking up on behalf of another person (perhaps if they are being bullied)
- Sharing concerns with an adult
- Being prepared to try something new or difficult
- Performing in front of others or speaking up in front of a large group
- Asking to borrow something without just taking
- Sharing (equipment, books, toys as well as games)
- Encouraging others to join in or befriending in other ways
- Doing classroom jobs willingly and well
- Offering to help without being asked

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APPENDIX 2

POWER TO USE REASONABLE FORCE (School also has a Positive Handling Policy)

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. When can reasonable force be used?
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment

For the full guidance on reasonable force, please see : DfE advice template (publishing.service.gov.uk)

APPENDIX 3

EXCLUSIONS

FIXED-TERM AND PERMANENT EXCLUSIONS

We do not wish to exclude any child from school, but sometimes this may be necessary. The relevant Internet address is: https://www.gov.uk/school-discipline-exclusions/exclusions . Failing all else and as a last resort, the Headteacher will use her powers to exclude a child from school. In this instance, the Lancashire County Council Guidelines for exclusions will be followed immediately and exactly. Copies of these procedures are held in the school office. The Chair of the Governing Board will be informed at every stage of exclusions procedures.

The Governing Body has elected a Staff and Pupil Discipline Committee to deal with any appeals.

FIXED PERIOD EXCLUSIONS

A fixed period exclusion is where your child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school. If a child has been excluded for a fixed period, schools should set and mark work for the first 5 school days. If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, eg. at a pupil referral unit. School will seek to make contact with the Children's Champion as soon as possible to ensure early intervention is sought to assist the child.

PERMANENT EXCLUSION

Permanent exclusion means a child is expelled. Lancashire County council must arrange full-time education from the sixth school day. If the Headteacher excludes a child, s/he informs the parents verbally, immediately, giving reasons for the exclusion. Parents and the child are then informed in writing providing an explanation of the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

MONITORING AND REVIEW

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

GRADUATED RESPONSE

For children presenting with high levels of behaviour, a graduated response will be drafted. This outlines the behaviours that the child may present and the most appropriate strategies to use when attempting to deescalate. It outlines rewards and sanctions that are personalised to the child. The process helps to provide consistency in how the child is supported.

EARLY HELP

An Early Help Assessment form may be requested to be completed by the school for the individual child, with the parents' consent where there is no improvement in behaviour. Advice of external and specialist formal support is sought.

APPENDIX 4

PUPIL CONDUCT OUTSIDE OF SCHOOL

Subject to this policy the school may discipline for any misbehaviour when the pupil is:

- Taking part in any school related activity
- Travelling to or from school (see separate Walking home policy)
- Wearing the school uniform
- In some other way identifiable as a pupil of the school

In circumstances where a pupil's behaviour is reported to be inappropriate outside school time the parent/carer of the child will be contacted and the behaviour discussed

APPENDIX 5

SEARCHING PUPILS

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by the Headteacher 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.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, cigarettes or 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, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

CONFISCATION

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. Parents will be informed if such event takes place.

7.0 RELATED STATUTORY GUIDANCE

- Keeping Children Safe in Education (KCSIE) (current edition)
- Working Together to Safeguard Children
- Behaviour in Schools: Advice for Headteachers and School Staff