

Behaviour Policy



**Trust God
Love Always
Aim High**

Behaviour Policy

April 2025

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Fellowship
Respect
Trust



Friendship
Peace
Love

Our school Vision Statement **Trust God, Love Always** and **Aim High** encapsulates our Christian distinctiveness and is underpinned by our six core Christian values of; **Fellowship, Friendship, Respect, Trust, Peace and Love**.

At Canon Sharples C of E Primary School and Nursery, we ask all of our staff and pupils to embrace and uphold our school Christian values so that we can all flourish individually as well as collectively as a school community. Our ethos supports The Church of England's vision for Education with Jesus' promise of 'life in all its fullness' at its heart.

We seek to achieve our school vision by exploring and deepening our understanding of our school Christian values through our Collective Worship, Religious Education, Sex and Health Education, Personal, Social and Economic Education, the wider curriculum and through our everyday interactions and positive loving relationships.

Aims of this policy

Our Vision and Values underpin our school aims and ethos statements. Our school rules are rooted in our Christian values which can be found in *Appendix 1*.

The values and principles below are to ensure that our children develop a positive attitude to learning and all aspects of school, community and future life.

We aim:

- to foster within each child a positive self-image, self-belief and self-respect.
- to encourage each child to express their own feelings, creativity, ideas and imagination, accessing a wide range of activities and working in different teams.
- to promote the spiritual, moral, cultural, social, mental and physical development of children and to prepare them for the opportunities, responsibilities and experiences of life in a multi-cultural, multi-faith and diverse society.
- to foster respect, good relationships and acceptance of all within our diverse society showing an understanding of the 9 Protected Characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation.
- foster a holistic approach to supporting children's mental health and wellbeing.
- to develop a sympathetic understanding and knowledge of the Christian faith, its beliefs and practices, where pupils are challenged and encouraged to grow into thoughtful and caring individuals.
- to create a culture that promotes excellent behaviour, ensuring a calm, orderly, safe and supportive environment enabling all to flourish and feel safe.
- to support children to manage their behaviour, to self-regulate their emotions and understand the impact of their actions on others.
- to promote a proper regard for authority and following the rules that will provide children with strong foundations that will carry them through in to adulthood.

Principles of Canon Sharples' Behaviour Policy

Every member of the school community has the right to feel valued, respected and safe. We promote an environment where everyone feels happy, safe and where each member of our school community are treated fairly and consistently. Good relationships are promoted so that people can work together as a team with the purpose of helping everyone to achieve their full potential. Every member of the school community is responsible for upholding our behaviour principles and ensuring these permeate through every aspect of school life.

This policy is designed to promote good behaviour whilst developing an ethos of fellowship through mutual respect and trust. We promote positive attitudes to learning by developing the skills of perseverance, resilience and determination at every opportunity.

Benefits for our children

- They learn to respect and care for each other and understand this leads to positive relationships
- They learn the expected standards of behaviour and the benefit of this to their learning and the learning of others
- They are able to achieve their full potential due to the enabling and supportive culture of the school
- They develop good behaviour and attitudes to learning
- Their school is a calm, orderly, safe and supportive environment where they can flourish

- They learn to respect authority, develop self-discipline and behaviours for success that will support them in their future
- They develop strong self-awareness, a strong personal stress regulation system and effective social skills

The Rights and Responsibilities of all members of Canon Sharples CE Primary School Community

Information regarding the rights and responsibilities of all stakeholders including The School, Pupils and Parents/Carers can be found in *Appendix 2*.

Positive Behaviour throughout the Curriculum

Canon Sharples adopts the THRIVE approach to support pupils social and emotional development and promote positive behaviour. Positive behaviour and behaviour for learning are taught through a variety of curricular opportunities. These include PSHE and Citizenship, Religious Education, RSE, Heartsmart, Circle Time and across the wider curriculum. Our school vision and values are central to our behaviour policy and are at the heart of all we do.

Rules, Rewards and Sanctions

- In school, our Code of Conduct (*Appendix 3*) states that children should:
- Show that I am willing to work to the best of my ability both at school and at home
- Always behave in a way that allows all children to work and play without interference or harm
- Attend school in good time and be ready to learn
- Take pride in my school environment and help keep it clean and tidy
- Take pride in my work and have the equipment that I need for my lessons
- Take pride in my appearance and wear School Uniform
- Work, learn and play with others in the school community
- Be honest, truthful and take responsibility for what I do and say
- To follow school routines so there is a calm, orderly, safe and supportive environment (e.g. lining up quietly, walking along the corridor)
- Behave in an acceptable that ensures everyone in school feels safe
- Respect the authority of adults in school

This code applies to all pupils, at all times, including school visits and residential activities.

Individual classroom rules are negotiated yearly as part of the Class Charter/Class Rules and are discussed regularly with the children. They are clearly displayed in each classroom.

A copy of the 'Child - Home – School Agreement' is available in *Appendix 4*.

Procedures for Rewards

- Our reward system for promoting good behaviour gives all children the opportunity to aspire to 'Super Student' (see below)
- Praise from class teachers, including the use of Class Dojo and regular communication with parents
- Showing work to other teachers including the Headteacher and SLT

- Allocating special responsibilities including Pupil Leadership opportunities and representing school at sporting and other events
- 'Smiley' badges and stickers
- Certificates, notes and letters home

Special and Mini Mentions – our Special Mention assembly provides an opportunity to celebrate the personal achievements. Each Friday, teachers identify and highlight individual children who have displayed positive behaviours for learning, our Christian Values in Action and those who have been Agents of Jesus.

Additionally, each half term, the school will run a trip (e.g. to the cinema, bowling, Haigh Hall) to recognise and celebrate children who consistently demonstrate positive behaviours and are role models for others.

Procedures for Sanctions

Staff should be aware of the emotional presentation of the child at the time and utilise strategies in line with our Thrive Approach, including use of Vital Relational Functions and PACE stance to support regulation of the child's emotions beforehand (see below).

Should the rules be broken (including classroom, playtime, lunchtime or during after school clubs) then the following sanctions apply. These sanctions are not hierarchical, and consequences/sanctions will be chosen appropriate to the misconduct:

- Clear reminders of the expected standard of behaviour
- Clear choices given with support, through the use of Thrive scripting
- Time in a regulation space or calm area– *this can involve time with a member of staff*
- Missing Breaktime/Lunchtime
- Withdrawal of privileges (e.g. opportunities to represent school at clubs and sports)
- Pastoral Team support
- Discussion with parents/carers
- SLT involvement

Reflection Room

When a child's peg is moved to Orange or Red, part of their consequence may be time missed from lunchtime in the Reflection Room. The Reflection Room will be run by a member of SLT from 12.10-1.00pm each day. If a child is attending, they will collect their lunch en route and bring any missed work that needs to be completed. The child will bring a slip from their class teacher detailing the behaviour, work to be completed and the length of time to attend. Part of this time will be spent in purposeful discussion with the member of SLT, reflecting on the behaviours shown and instilling a 'fresh start' with a view to a successful afternoon in class.

Further explanation

All pupils are expected to behave in a manner which does not threaten the health and safety of other pupils, staff or members of the general public. This includes the journey to and from school, on educational visits and the acceptable use of the internet, digital recording devices and mobile phones. *The Education and Inspections Act 2006* states:

The head teacher must determine measures to be taken with a view to:

- (a) promoting, among pupils, self-discipline and proper regard for authority,
- (b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying and discrimination,
- (c) securing that the standard of behaviour of pupils is acceptable,
- (d) securing that pupils complete any tasks reasonably assigned to them in connection with their education,
- (e) otherwise regulating the conduct of pupils.

All staff will apply the behaviour policy consistently in school.

Staff will monitor the behaviour of pupils in their class and raise concerns with members of the pastoral team/SLT where this is becoming problematic and hindering learning so appropriate support and action can be taken. SLT and the pastoral team will meet regularly to discuss behaviour on a whole school, group and individual basis.

Reward and Sanction System explanation

Stage	Explanation
<div style="border: 2px solid green; padding: 10px; text-align: center;"> Ready to Learn </div>	<p>Each day, each child's peg starts on this stage – regardless of what has happened the day before, a fresh start is given.</p> <p>The child will remain on this stage for being ready to learn when required (i.e. operating at minimum expectation).</p> <p>N.B. Children's pegs are reset to Ready to Learn after lunch.</p>
<div style="border: 2px solid blue; padding: 10px; text-align: center;"> Good Choices </div>	<p>If a child is caught making a 'good choice', (for example helping another child, holding a door open for a member of staff, using good manners) they can then move their peg to this stage.</p>
<div style="border: 2px solid pink; padding: 10px; text-align: center;"> Great Job </div>	<p>If the child then continues to make good choices and models behaviour to their peers/sets a good example, they then move their peg to this stage.</p>

Super Student

When a child consistently models the highest standard of behaviour and does something which particularly stands out within the class, they move their peg to the top stage and add a gem. Once their peg has 5 gems on it, they can choose a reward from the 'Reward Catalogue'. After this, the child would need a new peg to aim for this again. Five full pegs would constitute a larger reward.

Think About It

If a child reflects any of the below behaviours, they will be asked to move their peg down to this stage and be given the opportunity to make the right choice:

Behaviour	Consequences
Distracting others	One warning:
Pushing in line	• I'm wondering if...
Disrupting learning in class	• If... then...
Inappropriate table manners	Move places
Running in the corridor	Miss 5 minutes of a break (in class)
Ignoring the whistle	Time out next to staff (breaktime)
Untucked shirt after a warning	

Consequence

If a child reflects any of the below behaviours, they will be asked to move their peg down to this stage and a consequence will be given:

Behaviour	Consequences
Dangerous behaviour	
Shouting/being boisterous in the corridor	Fifteen minutes time out in opposite year group class
Being in the wrong place	
Answering back to an adult	Miss 15 minutes of lunchtime (either with class teacher or in Reflection Room)
Abuse of school equipment	
Damaging property	
Breaking TRUST by being dishonest	Parental Involvement if necessary
Choosing not to complete work	
Repeated Yellow behaviour	

Parent Contact

If a child reflects any of the below behaviours, they will be asked to move their peg down to this stage and parents/carers will be contacted directly:

Behaviour	Consequences
Physical violence	Parent/Carer will be contacted by the class teacher, or a member of SLT on the third instance
Swearing	
Spitting	Discussion with SLT and time in Reflection Room
Defiance	Report card
Not handing in mobile phone	Involvement from outside agencies
Discrimination linked to protected characteristics	Suspension
Repeated Orange behaviour	Permanent exclusion

- Headteachers, Governors, LA and appeals panels should have regard to the following guidance. 'DfE-Behaviour in Schools-Advice for headteachers and school staff-July 2022' and 'DfE-Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement-September 2022'
- Pupils who have had several fixed period suspensions that may lead to a permanent exclusion or who risk failure at school through disaffection or rapidly deteriorating behaviour, will have a school-based Pastoral Support Programme drawn up. (PSP)
- Monitoring – All red and orange behaviour incidents are logged using the school recording system (Cpoms). This is rigorously monitored by SLT and the Pupil Well Being Lead on an individual, group and whole school basis to identify where support is needed.

Thrive Response to behaviour

We at Canon Sharples Church of England Primary School and Nursery strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following six principles:

1. We understand that distressed behaviour can communicate unmet needs and we are able to separate the child from their behaviour.
2. We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
3. We provide containment, predictability and routine to build a sense of safety for the child in the emotional and physical environment.
4. We encourage our pupils to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
5. We keep in mind that we are the adults and the children are still growing, learning and developing.
6. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

In order to support behaviour, all staff will:

- take time to recognise and record positive behaviours and attitudes and reward success
- try to catch children and young people doing the right thing and seek to enhance this
- engage in establishing the non-negotiable and negotiable rules at the start of the academic year and re-visit these regularly and at least termly
- focus on the values, rights and responsibilities of the school when establishing these boundaries in conversation with children and young people.

When responding to behaviours and periods of dysregulation, we use the stance of PACE and the communication skills of the Vital Relational Functions (VRFs).

PACE is the acronym used by psychologist Dan Hughes to describe the optimal adult stance when working with children to reduce stress, enhance connection, promote safety and engender the learning of new social and emotional skills.

- Playfulness: sensitive and appropriate playfulness helps the child feel safe and promotes positivity
 - Acceptance: unconditionally accepting the child makes them feel safe, secure and loved
 - Curiosity: genuine and non-judgemental interest in the child helps them become aware of their inner life
 - Empathy: demonstrating compassion for the child and their feelings supports the child's sense of self-worth
- The VRFs represent the key techniques that we consciously apply in relationship.

- Attunement: matching the energy of the child with non-verbal, prosodic, energetic and behavioural communication
- Validation: acknowledging the validity of the feelings the child is experiencing
- Containment: predictability, routine and experiencing safety and security both relationally and environmentally
- Regulation: transforms what was too much to bear alone into an experience that can be tolerated together.

The Relate-Rupture-Repair cycle

While we might do our best to minimise any breaks in connection or ‘ruptures’ in our relationship with a child, inevitably there will be times that this occurs. For example, if the adult is unavailable, either physically or emotionally due to them having to deal with something else such as one of life’s challenges. However, when they do happen, they can be repaired, and learning can come from this experience.

Research scientist Suzanne Zeedyk highlights to us “that making up is more important than messing up.” Dr Zeedyk refers to the everyday scenarios where relationships between two people go through a rhythm of relating (in relationship), a rupture happening in the relationship and then making a necessary repair to the rupture in order to return to relationship. The repair not only rewires patterns of behaviour; it also establishes trust. This is known as the relate-rupture-repair cycle.

When we look at each element of relate, rupture and repair, we examine the specific skills we, as adults, can use to help support these interactions with the children we work with.

Relate

The ‘relate’ phase refers to the times in a relationship when we feel attuned and connected with one another, things are going well, and we are making efforts to maintain this positive and mutually beneficial relationship. In this phase, we are effectively building a bridge of connection between ourselves and the other person. Caregivers and their infants start building this bridge from before the baby is born and continue to build it after birth and throughout the child’s life. In this phase of the cycle, the adult is able to monitor their own emotional state and can regulate themselves physiologically, relationally and cognitively to be optimally present and accessible for the child. The adult can connect with the child and focus on their needs being met. The adult is present and can contain the child’s emotional experience for them. The connection between the two is reciprocal.

Rupture

The ‘rupture’ phase refers to those times in a relationship where there is a misunderstanding or misattunement, in other words, when we don’t get it right for the other person and we feel like the relationship experiences a setback. At this point the bridge of connection might feel weakened or more vulnerable. Although we might think of ruptures as being problematic and therefore to be avoided where possible, in fact, they are an inevitable part of any relationship. They become a crucial component in the relationship when the rupture is subsequently repaired because this helps to develop the child’s resilience. When a rupture happens, it is likely that we will see the child’s behaviour change. The child may no longer (at that moment) feel the presence of the adult as supportive or alongside them, and their nervous system quickly reacts to the withdrawal of these cues of safety with survival responses of fight, flight or freeze. These are associated with distressed behaviours we describe in Thrive as passive or non-problem-solving behaviours.

If an adult is able to stay regulated themselves, they will be able to notice subtle changes communicated by the child, stay attuned to the child and repair the rupture effectively with compassion. Conversely if they are triggered and become dysregulated, they won't be able to attune to the child and this could also trigger them into further dysregulation. It is therefore important for adults to be aware of their triggers and possible reactions and have access to ways they can stay regulated in challenging circumstances. It is important that ruptures in the relationship are noticed so they can be repaired. If the adult is unable to or does not notice the rupture then it can't be repaired. This is a lost opportunity to build the child's capacity for relationship and regulation.

Repair

The 'repair' phase of the cycle involves correcting the misunderstanding or misattunement of the rupture by trying to share understanding of intentions, feelings, thoughts and actions in order to come back into relationship. The repair part of the cycle is an essential component of healthy growth, boosting our resilience and helping us to cope with challenges by giving us greater trust that difficulties can be resolved.

The emotionally available adult becomes aware that there is a misattunement between him/herself and the child. The adult is able to deal appropriately with their own reaction, in that moment, to stay regulated and is then able to reach out to the child and repair the rupture in their relationship. The adult may do this by apologising and reaffirming the attuning and validating stance, and by demonstrating acceptance, curiosity and empathy to the child.

In this situation, the adult has the capacity to stay steady and regulated in the presence of the dysregulated child. By repairing the relationship, the child's arousal state can settle and the relationship can continue in an attuned way. The adult must always repair the relationship, not the child.

Support for Pupils whose behaviour indicates significant problems

- Examples of support available include a variety of social skills interventions delivered by school staff. Others include IBPs, support from Outside Agencies including Targeted Education Support Service (TESS), Pastoral Support Programme, Fixed term suspension, Early Help (EH). Where pupils display behaviour that requires significant support at recreational times, the school can devise a personal support plan which may involve a pupil spending regular time in our school THRIVE club.
- Children who are having difficulty self-regulating their behavior will be supported by the Pastoral Support Team.
- Children who are having difficulty regulating their behaviour will be supported by the Pastoral Support Team. This may include using identified regulation spaces within school, including the THRIVE Hive
- In some circumstances, children may participate in a THRIVE intervention to support with their social, emotional and behavioural needs.
- In some circumstances children and families may be signposted to the school counsellor and other external agencies to support with their behavioural needs.

Special Needs

A child's behaviour might be such that they have a specific personalised programme drawn up. Children could also have a Personal Handling Plan. Parents will be fully involved and external agencies where necessary. The SENDCo will co-ordinate this. A child with identified social, emotional, mental health needs may have an individual education plan (IEP) and be on the SEND register. Alongside this, they may have a personal THRIVE plan.

Use of Force to control or restrain pupils

Information from The Use of Force to Control or Restrain Pupils Guidance for Schools in England 2013 (updated 2015), can be found in **Appendix 5**. The publication 'DfE-Behaviour in Schools-Advice for headteachers and school staff-September 2022' can also be referenced. This guidance states:

- There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.
- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.
- Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.
- When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

TeamTeach

Staff in school receive regular Team Teach training to support the implementation of our behaviour policy. Team Teach is training in positive behavioural support and guidance on the use of force in schools. It aims to safeguard all people working in schools and reduce the risk to all of the school community when children display hazardous behaviour. Team Teach supports a range of techniques, including guides, holds and restraints that have been risk assessed by independent experts. Team Teach has been used to devise the school's Positive Handling Plan. This focuses on deescalation strategies, including physical intervention to maintain safety to the child and others. Positive Handling Plans are drawn up in consultation with parents and carers. Staff adopting Team Teach techniques will always consider whether the use of force is reasonable, proportionate and necessary to ensure the safety of others.

A positive handling template is provided in **Appendix 6**

Suspensions and Exclusion

Only the headteacher (or the acting head teacher) has the power to suspend or exclude a child from school. The headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one

school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term suspension into a permanent exclusion if the circumstances warrant this.

If the headteacher suspends a child, s/he informs the parents immediately, giving reasons for the suspension. 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 LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

The governing body itself cannot either suspend a child or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any suspension or exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an suspension or exclusion, they consider the circumstances in which the child was suspended, consider any representation by parents and the LA, and consider whether the child should be reinstated.

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

Confiscation

The DfE Publication 'Searching, screening and confiscation – Advice for Schools (September 2022)' states Headteachers, and staff the authortiuise, havbe a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that a pupil may have a proihibited item listed below

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

The headteacher can authorise a search of pupils or their possessions [including bags] without their consent if there is reasonable grounds for doing so. Reasonable force may be used to execute the search. Normally this would be undertaken by the Senior Leadership Team. Teachers cannot be required to undertake such searches. Teachers can instruct pupils to turn out their pockets and sanctions may be applied if they refuse to do so.

The Governing Body have decided other prohibited items are mobile phones and other electronic devices, vaping cigarettes, matches and lighters.

Medication, Drugs and Alcohol

It is the policy of Canon Sharples CE Primary School that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, then the school medical policy applies. The parent or guardian should notify the school and ask permission for the medication to be brought by completing the relevant administrative form. This should be taken directly to the school office for safekeeping. Only in special circumstances should medicines be kept in the classroom (e.g. Inhalers). Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will receive a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring onto the school premises any illegal drugs. Any incident where a child is found to have brought to school any type of illegal substance will be investigated thoroughly and guidance sought from external agencies e.g. the police. A meeting and/or discussions with a parent or guardian of the child will also take place to discuss the seriousness of the incident.

If the offence is repeated the child will be permanently excluded. If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school, Wigan CYPS, the police and social services will also be informed.

Support available through school and the LA for parents/carers in developing their child's social, emotional and behavioural skills.

Examples:

- Work with the school's Pastoral Team
- Startwell
- Family SEAL, Incredible Years, Triple P courses etc...
- Re-integration interview following a fixed term suspension
- CAMHS

Training

All school staff are required to undertake regular training on managing behaviour, associated positive behaviour strategies and other interventions. All staff in school have received training on the Thrive Approach which enables them to effectively support the social and emotional development of all our pupils.

In school, we have a number of fully trained Thrive licensed practitioners who support the continuous professional development of all staff and the effective implementation of Thrive Approach in school. Staff Professional development in this important area is revisited regularly throughout the year as part of our Continuous Professional Development Programme cycle.

Monitoring and Review

The headteacher monitors the effectiveness of this policy on a regular basis. The headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The governing body is legally required to consult staff, parents and pupils on the school behaviour policy. This should be done every time the policy is updated. The Governors review this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Cross reference

This policy should be read in conjunction with all other relevant school policies including:

Teaching and Learning, Anti-bullying, E-Safety, Acceptable Use Policy, Medical Policy, Attendance Policy, SEND Policy, School Complaints Policy, Whistle Blowing Policy and Relational policy.

In drawing up the policy the Governing Body have taken account of the Equality Act 2010 with specific reference to race, religion, culture, SEN, disability and other vulnerable pupils.

Complaints procedure

Any concerns or complaints regarding behaviour in school, how a situation was handled or any other issue in school should be brought to the attention of the school. Our complaints procedure can be summarised in the steps below:

1. Informally raise concerns directly with class teacher
2. **If concerns or issues have not been resolved then** raise concerns with the Headteacher.
3. Put your complaint in writing to the Headteacher who will formally investigate the complaint using the form at **Appendix 7**.
4. Put your complaint in writing to the Chair of Governors who will investigate the Headteacher's actions.
5. If a parent still remains dissatisfied they need to notify the clerk to the Governing Body who will convene the appropriate governors committee.

See complaints policy which is available on our school website.

Reviewed by: H. Pearson

Review date: April 2025

Next Review date: April 2027



Canon Sharples CE Primary School and Nursery Our School Rules



Friendship We work and play together well – we keep our hands and feet to ourselves.

Fellowship We ask children on their own to join our games.

Respect We show respect for people, property and the environment.

Love We treat others as we would like to be treated.

Peace We say sorry if we hurt or bump into anyone by accident.

Trust We are honest and follow instructions straight away.

Appendix 2:

Rights and responsibilities of schools, pupils and parents in ensuring an orderly climate for learning [From Department of Education National Strategies guidance]

For ease of reference, the set of expectations is set down below in the form of a summary chart with the “rights” and “responsibilities” of schools, pupils and parents in two columns. It should be emphasised that these are moral, rather than legal, rights and responsibilities (though a number of them link to particular aspects of the law) and also that they are only intended as illustrative examples and not as a prescriptive list. Schools will determine their own values and expectations of behaviour in the light of their individual characteristics, community and any local school partnership arrangements.

“Rights” and “responsibilities” are often two sides of the same coin. For example, while a school has the right to enforce its own behaviour policy, this could also be regarded as a responsibility. The chart below is thus only an approximate mapping.

PUPILS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy, with every pupil involved in the consultation process. • To be taught in environments that are safe, conducive to learning and free from disruption. • To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. 	<ul style="list-style-type: none"> • To follow reasonable instructions by school staff, • To obey school rules and accept sanctions in an appropriate way • To act as positive ambassadors for the school when off school premises. • Not to bring inappropriate or unlawful items to school. • To show respect to school staff, fellow pupils, school property and the school environment. • Never to denigrate, harm or bully other pupils or staff. • To co-operate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.

PARENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy. • To be kept informed about their child's progress, including issues relating to their behaviour. • To expect their children to be safe, secure and respected in school. • To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary. • To appeal to the head teacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. • To appeal against a decision to suspend their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel. 	<ul style="list-style-type: none"> • To respect the school's behaviour policy and the disciplinary authority of school staff. • To help ensure that their child follows reasonable instructions by school staff, and adheres to school rules. • To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn. • To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm. • To be prepared to work with the school to support their child's positive behaviour. • To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour. • To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour. • If their child is suspended or excluded from the school, to ensure their child is not found in a public place during school hours during the identified days of suspension or exclusion.

SCHOOLS Rights	Responsibilities
<ul style="list-style-type: none"> • To make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this. • To enforce their school behaviour policy – including rules and disciplinary measures. • To expect pupils and parents' cooperation in maintaining an orderly climate for learning. • To expect pupils to respect the rights of other pupils and adults in the school. • Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution. • To take firm action against pupils who harass or denigrate teachers or other school staff, on or off premises – engaging external support services, including the police, as appropriate. 	<ul style="list-style-type: none"> • To ensure the whole school community is consulted about the principles of the school behaviour policy. • To establish and communicate clearly measures to ensure good order, respect and discipline. • To cooperate and agree appropriate protocols with other schools. • To ensure the school behaviour policy does not discriminate against any pupil on the 9 protected characteristics. • To ensure teachers' roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers. • To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To support, praise and as appropriate reward pupils' good behaviour. • To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate. • To make alternative provision from day 6 for fixed period suspension pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period suspension. • To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying. • To ensure staff adopt identified strategies, conducive with the THRIVE approach, including the PACE stance and VRF's. • To promote positive behaviour through active development of pupils' social, emotional and behavioural skills embodying the THRIVE approach. • To keep parents informed of their child's behaviour • To work with other agencies to promote community cohesion and safety.

Code of Conduct

At Canon Sharples School I will:

Show that I am willing to work to the best of my ability both at school and at home.

Take a pride in my work and have the equipment that I need for my lessons.

Always behave in a way that allows all children to work and play without interference or harm.

Take pride in my appearance and wear School Uniform.

Attend school in good time and be ready to learn.

Work, learn and play with others in the school

Take pride in my school environment and help keep it safe, orderly and calm.

Be honest, truthful and take responsibility for what I do and say.

Appendix 4:

Our 'Child - Home – School Agreement' is available as a card and issued to the parents of new pupils. It includes the following:

FOR THE SCHOOL.

We, both as individual staff and as a whole school, will:

- Achieve high standards of work and behaviour through building good relationships with parents and pupils and by developing a sense of mutual responsibility.
- Provide a safe, well ordered and caring environment.
- Have clear aims and learning objectives for all children.
- Demonstrate that each and every pupil is valued as an individual.
- Set and give feedback on appropriate homework tasks.
- Always inform you at an early stage of any concerns we may have so that you can discuss and become involved in any matter relating to your child.
- Ensure we are available, by prior arrangement, to discuss your child's progress or your concerns.
- Provide opportunities for you to express your views on school issues and have those views listened to.

Signed: (Headteacher)

FOR THE PARENTS.

As a Parent or Guardian of a Child at Canon Sharples CE Primary School I will:

- Support my child's reading and other home learning activities.
- Encourage my child to take part in extra-curricular activities.
- Keep the school informed of any matters that might affect my child's education.
- Respond to any reasonable request by the school to discuss my child's education.
- Tell school when my child is worried about anything in school.
- Ensure regular attendance and a high standard of punctuality.
- Ensure that my child has what he or she needs to take an active part in all activities.
- Comply with the school's uniform code.
- Agree to support the school's policies.

Signed: (Parents/Guardians)

Appendix 5:

All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of the *Education and Inspection Act* (2006), the *Revised Guidance on the Education of children and Young People with behavioural, emotional and social difficulties* (2008), and the *Use of Force to Control or Restrain Pupils Guidance for Schools in England* (2010)

The full guidance is available at http://www.teachernet.gov.uk/_doc/14800/4316_Use_of_force.pdf

In schools, force is generally used for two different purposes – to control pupils and to restrain them.

- *Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).*
- *When members of staff use "restraint" they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.*

Some examples of situations where reasonable force might be used are:

- *to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;*
- *to prevent a pupil causing deliberate damage to property;*
- *to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;*
- *to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;*
- *to prevent a pupil behaving in a way that seriously disrupts a lesson; or*
- *to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.*

Name:		Date:
Building positive relationships	What are the praise points, positives, or bridge builders for the pupil?	
Usual Presentation	What do they look like? What do they respond well to?	
Anxiety Consider using a TEAM TEACH Guide at this level to stop escalation.	What do they look like? What do we need to do to? Use VRF script and strategies from Thrive plan, PACE stance	
Defensive Consider using a TEAM TEACH Guide at this level to stop escalation.	What does it look like? What do we need to do? Use VRF script and strategies from Thrive plan, PACE stance Jobs...(what works for the individual?)	
Crisis Assess the risk: Is your proposed action <u>necessary, reasonable and proportionate</u> to the risk the child presents to themselves or others?	What does it look like? What do we need to do? The child will be withdrawn to a 'safe space' TEAM TEACH: Small Child Escort (1 staff member) <ol style="list-style-type: none"> 1. Cupped hands, 2. Heal of palm on back of arm 3. Roll arms forward till elbows meet TEAM TEACH: Figure Four: Escort (2 staff members) <ol style="list-style-type: none"> 1. Friendly guide 2. Caring C 3. Grip me Next step: walk quickly, pivot, bow to sit Script: We are here for you to keep you safe. If you don't want to sit we can walk. (Max 5 minutes in seated position) If needed: 1 x up and move. Return to seated if needed. Second move must be to outside area for child to be released safely.	

Recovery & Depression	What will it look like? For example, noise may reduce, tired sounds, engaging in conversation, stop crying, sleeps, tension reduction in body, relaxed... This may look like anxiety (see/copy anxiety section above on plan). What do we need to do? (again this may mirror anxiety) In a safe space, use VRF script and strategies from Thrive plan, PACE stance	
Restoration	Thrive Approach Once regulated support with Reparative actions e.g. Restoration of relationships, environment etc...	
Hot Spots	When or in what situations are these behaviours likely to occur? Transition times Food times Populated spaces Changes to routine Unstructured times	
Are there any known medical conditions which should be considered?		
How will incidents be recorded and monitored? If escorted - complete Bound and Numbered Book in Headteacher's Room - Parents to be informed / sign (when signature is not available annotate Bound and Numbered book that parent has been informed). Incidents logged on CPOMS		
Signed	<div style="text-align: right;">(Staff)</div> <div style="text-align: right;">(Parent/Carer)</div>	

Form to notify formal School Complaint (Stage 2 and/or Stage 3)

Your name:

Pupil's name:

(if applicable)

Your relationship to the pupil:

(if applicable)

Address:

Postcode:

Day time telephone number:

Evening telephone number:

Please give details of your complaint.(continue on a separate sheet if necessary)

**What action, if any, have you already taken to try and resolve your complaint.
(Who did you speak to and what was the response)?**

What actions do you feel would resolve the problem at this stage?

Are you attaching any paperwork? If so, please give details.

Signature:

Date:

FOR SCHOOL USE:

Date acknowledgement sent:

By whom:

Complaint referred to:

Date:

**Please complete and return to(Headteacher/Chair of Governors)
who will acknowledge receipt and explain what action will be taken.**