



With God We Grow

Headteacher: Mrs S Bashora

Whole School Behaviour Policy incorporating Anti-Bullying

“Together we inspire one another to live life to its fullness, rooted and built up in Christ, so that every member of our school community can learn, develop, flourish, to live in the world as the unique individuals God created us to be.”

At Clayton-le-Woods Church of England Primary School, our Behaviour Policy is built upon a framework of positive attitudes. Our ultimate aim is to encourage self-discipline, self-motivation and independence of thought and action through a culture of support and guidance, which is fair and restorative. Through this, pupils will develop and reach their fullest potential.

We made a conscious choice to combine both the whole school behaviour policy and the anti-bullying policy to reflect our drive to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally.

As a Church of England School, we believe that behaviour around school should demonstrate the Christian Values of:

- **Forgiveness** - Forgiveness without conditions so as to encourage new beginnings through the use of restorative justice. This helps children to understand the importance of laws whether they are those that govern the class, the school, or the country. Pupils are taught the value and reason behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.
- **Courage** – this allows the children to make independent choices and demonstrate resilience. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely. Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for young children to make informed choices, through a safe environment and an empowering education.
- **Respect** – Mutual respect is a key value within our school community. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect and demonstrate mutual respect.
- **Friendship** – We encourage the children to support and care for each other. For example: KS2 children take on the roles of Guardian Angels during lunchtime to promote friendship and help to the KS1 and EYFS children.
- **Thankfulness** – We appreciate each person for who they are and are therefore tolerant in all areas.



With God We Grow

Headteacher: Mrs S Bashora

- **Truthfulness** – We promote truthfulness by encouraging children to be true to themselves and their beliefs, whilst being tolerant of others.

The challenge of making Every Child Matter centres on universal expectations for every child:
Each child is accepted as a unique child of God.

All members of the school family will be welcomed into a secure, safe Christian environment where they are valued as unique “Children of God”, included and accepted as they are. The Christian ethos will promote self-worth, self-respect and trust so that each member has sufficient confidence to raise questions, voice concerns and explore values and beliefs that will determine their own code of behaviour and responsible citizenship.

Our school will work with the Church and other partners to provide a Christian environment where all are:

- Secure, valued and cared for by all other members of the Christian community
- Confident in voicing concerns, raising questions and exploring and confirming values and beliefs
- Listened to with respect – having their concerns recognised, recorded and appropriately acted upon
- Identified and appropriately supported if they are suffering from maltreatment, neglect, violence or sexual exploitation.
- Safe from accidental injury and death whilst on the school site and that pro-active measures are taken regarding safety in the neighbourhood
- Safe from bullying and discrimination in a Christian community that respects and cares for others
- Safe from crime and anti-social behaviour in this Christian school environment
- Adults are expected to lead by Christian example
- attuned, attachment friendly and nurturing

Context

This policy should be read in conjunction with the following:

Equality Information and Objectives
Child Protection and Safeguarding Policy
Special Educational Needs and Disabilities Policy
Staff Handbook
PHSE Statement of Intent
Online Safety Policy
SEMH strategy
SMSC Policy

Behaviour Management

The good reputation and high standards of the school depend on the behaviour of all its members, whether in school, in the playground, or out in the community.

Remember:-



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Headteacher: Mrs S Bashora

- that all are “Children of God – Precious in his sight”
- that your behaviour affects others
- that if you want a friend you have to be a friend
- do not do to others the things that you would not want others to do to you
- that everyone in our school is valued equally
- to act with courtesy and consideration to others at all times
- to try and understand other people’s point of view
- racist behaviour of any kind is unacceptable
- to always tell the truth

In School it is the responsibility of all the children to:

- Make it as easy as possible for everyone to learn and the teachers to teach
- Always listen carefully to teachers and to each other
- Keep the school clean and tidy so that it is a welcoming place that we can be proud of
- Always work hard and do your best in whatever you are doing
- Respect the school’s and each other’s property at all times
- Always speak politely to everyone including your friends and visitors to the school
- Never answer back or speak rudely to anyone, wherever you are
- Always walk around in school

In the Playground it is the responsibility of all the children to:

- Be caring, considerate and tolerant towards each other when playing games – in the infants, Guardian Angels (Year 4/5 pupils) are used to support younger children’s play.
- Respect other people’s feelings as well as their bodies and therefore avoid hurting/upsetting others
- Understand that name calling and bad language are not acceptable, nor unkind teasing
- Remember that things which are dangerous are not allowed anywhere at school
- Remember that fighting or play fighting are not allowed at any time

Behaviour expectations in different parts of the school at different times of the day are displayed in each classroom, the hall and cloakroom areas.

Staff Responsibility for Behaviour Management

Our Church School will be effective and efficient as we:

- Appoint adults who meet health and legal employment requirements, including DBS clearance, and are in accord with the Christian ethos, aims and purposes of the school.
- Are proactive in providing regular behaviour management training opportunities for all staff.
- Support adults in furthering their professional skills in managing behaviour as they work as team members within the Christian community.
- Apply appropriate rewards/sanctions systems to complement the distinctive Christian ethos and to encourage behaviour that reflects the example of Jesus.
- Class teachers are fully responsible at all times throughout the day for the behaviour, learning and welfare of the pupils in their class.



With God We Grow

Headteacher: Mrs S Bashora

- All adults must ensure the behaviour policy is fully implemented throughout the day in all parts of the school to ensure that the children respect and understand that this is a fair, whole school approach.

Rules

Our whole school Golden Rules are as follows:

Be polite
Be respectful
Be responsible
Be ready to listen and learn
Be aware of the feelings of others
Be the best you can be

Rewards

We prioritise positive reinforcement, including praise and reward for children in a variety of ways:

- **Visual/non-verbal praise** identified as a smile, nod of the head or thumbs up.
- **Verbal praise** supporting children to be proud of their achievements.
- **Stickers** – given by teachers in class and by staff during lunchtimes and playtimes – these include Christian Value stickers that represent each of the six values taught in school.
- **Golden Ticks** – these are earned by the children for diligent work, demonstration of good manners, a kind nature, living the school values. A maximum of 2 ticks can be earned at any one time. This system is in place from Year 2 to Year 6. Rewards are given when a child reaches different milestones and parents will be informed through a Golden Ticket certificate handed out through Merit and Manners Worship

25 Golden Ticks – they earn an extra break

50 Golden Ticks – a hot chocolate with Head/Deputy

75 Golden Ticks – Non-uniform day

100 Golden ticks – Enrichment afternoon

- **Team Points** or similar collaboratively earned points for a group reward, earned in Year 1.
- **Merit and Manners Award**– Each class teacher selects two children to be given these awards weekly. The merit and manners award are given to children for demonstrating values linked to our Christian values and this will be identified in the comments given.
- **Headteacher commendations** are given for exceptionally good work, effort or attitude



With God We Grow

Headteacher: Mrs S Bashora

- All adults in school are encouraged to **contact parents on the phone/ via notes home** or in person to praise a child.
- **Above and beyond** – for those children demonstrating outstanding contribution to the life of school, a postcard will be sent by the Headteacher commending them on their achievement.

Consequences

The school adopts a Restorative Approach to questioning about behaviour issues:

(We recognise that some children will struggle with these questions so modification/ adults modelling will be used when necessary.)

- What happened? What is happening?
- What were you thinking/ feeling of at the time?
- What have you thought about since?
- What do you think/ feel now?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you need?
- What do you think you need to do to make things right?

We believe that children should take responsibility for their own actions / behaviour as far as they are able. If children have behaved inappropriately, they will have to reflect on what they have done, how it has affected others and how it can be put right.

The school employs a warning system to ensure a safe and positive learning environment for all. Warnings / sanctions are applied appropriately to each individual situation, such as **disturbing lessons, talking at inappropriate times, not listening, off task, calling out, not following instructions, or more extreme behaviour**. If disruptive behaviour is observed, several verbal cues will be provided to encourage children to correct their behaviour and make the right choices. If the disruptive behaviour continues, a formal verbal warning (yellow card) will be issued. Should this behaviour continue or worsen, a consequence (red card) will be issued, providing children time to reflect on their behaviour. Other staff who deal with issues must inform the class teacher so that the system remains consistent at all parts of the day. If a child receives 4 verbal warnings across the week or a sanction, parents will be informed by school, to always keep an open dialogue, working together to support all children.

Each teacher uses CPOMS to record any issues in the classroom and around school. This includes any concerns that may be raised about home, records of behavioural concerns and safeguarding issues.



With God We Grow

Headteacher: Mrs S Bashora

Early Years Foundation Stage (which incorporates Pre-School and Reception) and Year 1 will implement the sanctions element of this policy as and when they deem the children to have a clear enough understanding of their actions.

Behaviour Support Plan

Where the behaviour of a child is giving on-going causes for concern, a class teacher, with support from the SENDCo / SLT may produce an individualised behaviour support plan. This plan may be used to supplement this policy or may supersede sections of this policy. This behaviour support plan will be shared with parents and agreed in writing. A risk assessment may form part of this plan.

Further Support

When a child's behaviour has caused continued concern, external specialist agencies may be called upon to support the school, child, and family together to move forward.

Internal Exclusion within school

In the event of extreme behaviours, the use of internal exclusion may be used whereby the child will work for a period of time in an alternative environment to the classroom setting, this will be at the discretion of the headteacher in consultation with parents/carers.

Exclusion

The headteacher decides whether, as a last resort, exclusion of a pupil is necessary, for a fixed term or permanently, taking into account the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee). The governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have a right to appeal the decision to an independent review panel.

Reasonable adjustments

As always, we will make reasonable adjustments as appropriate for our children with SEND needs and for children experiencing challenges outside of school. Behaviour plans will continue to include reasonable adjustments when appropriate including extra levels of nurture and support.

We are aware that all behaviour is communication, and we will view these through a trauma informed lens. For some children, for example those experiencing ACEs (adverse childhood experiences) may be struggling to express their emotions which can be reflected in their behaviour.

Conduct outside the school gates



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Headteacher: Mrs S Bashora

Out in the Community it is the responsibility of all the children to:

- Remember when out of school the school's reputation depends on the way that you behave
- Help to make our school and the community in which you live, a happy, safe, tidy and caring place for everyone
- Have respect for the environment including: animals, trees and plants

The teacher may challenge behaviours when the pupils is:

- Taking part in any school organised or school related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school.

The teacher may also challenge unacceptable behaviours at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or could adversely affect the reputation of the school

The school will make reasonable adjustments for disabled pupils and pupils with special educational needs. Children with BESD will be supported by individual behaviour support plans.

Anti-Bullying Strategy

Preventing bullying

We will not tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively.

We wish to work closely with the School Council and the Collective Worship Team to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

At Clayton-le-Woods CEP bullying is defined as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health conditions
- bullying related to home circumstances
- bullying related to sexual orientation or gender identity



With God We Grow

Headteacher: Mrs S Bashora

- Sexual harassment
- online bullying
- peer on peer abuse

Bullying is wrong and damages individual children. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school. This policy covers the whole school community and includes bullying child to child, child to adult, adult to adult and adult to child.

The Role of the Governors

The governing board supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy at regular Governing Board Meetings. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The Role of the Headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of anti-bullying strategies on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at regular intervals.



With God We Grow

Headteacher: Mrs S Bashora

For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being sanctioned.

The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying behaviour. The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of the Pupils.

Pupils must report if they are being bullied to an adult in school or their parents as soon as possible.

Pupils should also report if they see or suspect someone else is being bullied.

The School Council will be involved in determining this policy with the Governing Board and discussing improvements to this policy during the school year and by reviewing the effectiveness of this policy with the Governing Board.

The Role of the Teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class through the use of CPOMs and that they are aware of in the school.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied and should record the incident on CPOMs. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.

Any bullying incidents are recorded using CPOMs including those that occur outside lesson time, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should record the event on CPOMs. If an incident is raised to a member of staff from a member of the public, this will also be recorded on CPOMs

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and a sanction for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies.

Prevention



With God We Grow

Headteacher: Mrs S Bashora

Teachers routinely attend training, which enables them to be equipped to deal with incidents of bullying and behaviour management.

Teachers work to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The school educates and informs children regarding online and the use of mobile phones to prevent cyberbullying.

PHSE, RSE and online safety teaching are part of the prevention strategies within the school alongside the safe and secure environment and peer support

The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's Behaviour and anti-bullying policy and to actively encourage their child to be a positive member of the school. If the bullying does not stop or if parents are not fully satisfied parents can make a complaint following the school's complaints procedures which can be found on the school website.

Monitoring, evaluation and review

The anti-bullying element of this policy is reviewed on an ongoing basis by the headteacher, who reports to governors about the effectiveness of the policy on request. The school also monitors the results of pupil and parental surveys with regard to bullying.

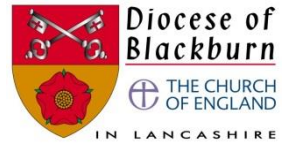
The effectiveness of the policy is evaluated termly with regard to the record and type of incident and updated as necessary. The evaluation of the policy is a standard agenda item at the first staff meeting of each term.

Anti-bullying is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's CPOMS logs, and by discussion with the headteacher. Governors analyse information with regard to gender, age, special educational need and ethnic background of all children involved in bullying incidents.

Confiscation of inappropriate items



Clayton le Woods C E Aided Primary School



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Headteacher: Mrs S Bashora

There are two sets of legal provisions which enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they acted lawfully and reasonably. In our school confiscated items will be returned to the child's parent or carer.



With God We Grow

Headteacher: Mrs S Bashora

Power to search without consent for 'prohibited items' including:

- 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 or to, or damage to property of; any person (including the pupil).
- An article specified in regulations
 - Tobacco, cigarette papers, e-cigarettes or vapes
 - Fireworks; and
 - pornographic images

Weapons and knives and extreme or child pornography must be handed to the Police.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.



Power to use reasonable force

Taken from Use of reasonable force in schools 17 July 2013 DFE (current legislation)

KEY POINTS

- (i) School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- (ii) Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- (iii) Senior school leaders should support their staff when they use this power.

1 What is reasonable force?

- (i) 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.
- (ii) 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.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) 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.
- (v) 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.
- (vi) 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.

2 Who can use reasonable force?

- (i) All members of school staff have a legal power to use reasonable force¹.
- (ii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

3 When can reasonable force be used?

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

¹ Section 93, Education and Inspections Act 2006



With God We Grow

Headteacher: Mrs S Bashora

- (ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
- (iii) 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.
- (iv) 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; and
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

Schools cannot:

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

4 Communicating the school's approach to the use of force

- (i) Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the head teacher that it expects the school behaviour policy to include the power to use reasonable force.
- (ii) There is no legal requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- (iii) Schools do not require parental consent to use force on a student.
- (iv) Schools should **not** have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- (v) By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

5 Using force



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Headteacher: Mrs S Bashora

A panel of experts² identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

6 Staff training

Schools need to take their own decisions about which staff will require training in the use of force, and what that training should be. Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.

7 Telling parents when force has been used on their child

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

In deciding what is a serious incident, teachers should use their professional judgement and also consider the following:

- The pupil's behaviour and level of risk presented at the time of the incident
- The degree of force used
- The effect on the pupil or member of staff
- The child's age

8 What happens if a pupil complains when force is used on them?

- (i) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- (ii) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- (iii) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.

² Physical Control in Care Medical Panel - 2008



With God We Grow

Headteacher: Mrs S Bashora

- (iv) Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- (v) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- (vi) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- (vii) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- (viii) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

9 What about other physical contact with pupils?

- (i) It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- (ii) Examples of where touching a pupil might be proper or necessary:
 - a. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
 - b. When comforting a distressed pupil;
 - c. When a pupil is being congratulated or praised;
 - d. To demonstrate how to use a musical instrument;
 - e. To demonstrate exercises or techniques during PE lessons or sports coaching; and
 - f. To give first aid.

In our school, we do not have a ‘no contact’ policy as there is a real risk that such a policy may place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action need to prevent a pupil causing harm.

Roles and responsibilities



With God We Grow

Headteacher: Mrs S Bashora

The headteacher has developed this behaviour policy based on the general principles agreed by the governing body. The general principles are outlined in the statement of principles. All stakeholders, including pupils and parents have been consulted in the development of this policy.

The behaviour policy will be published on the school website and will be shared with staff and governors at least on an annual basis through SharePoint. The policy will be discussed with children at the start of each academic year.

Parents will be reminded of expectations through the home school agreement. This will be reviewed on an annual basis.

School Support Systems

All school staff recognise that behaviour is a form of communication. Where behaviour is causing concern, it is therefore essential that the reasons for this behaviour are considered. The welfare of the pupil is of the highest concern and as such thought will be given as to whether a child is suffering or is likely to suffer considerable harm in which case the safeguarding policy may be consulted.

Misbehaviour can be an indicator of an unmet need. In this case, a multi-agency approach, including assessment may be undertaken.

We endeavour to establish strong, positive relationships with parents and work with them to support improvements in their child's behaviour. This may also involve referral for parental support.

Consultation, monitoring and evaluation

All stakeholders, including pupils and parents have been consulted in the development of this policy.

- The Governing body is aware that this is a policy that will be scrutinised by OFSTED and Faith Inspectors
- The headteacher is the person responsible for reviewing the policy and leading on behaviour within the school.
- The governing body give approval annually
- That there are regular reports to the Governors on the efficiency of the policy and the outcomes

Complaints procedure

The school's policy for complaints is on the school website. A copy is available from the office.

October 2025

Policy to reviewed April 2026 – in line with new guidance on use of reasonable force