



**St. Wilfrid's Church of England Primary School**  
**Behaviour and Positive Relationships Policy 25.26**

**Our Christian Vision:**

Our distinctive Christian vision is to follow Jesus' teaching, enabling all members of the school family to live and love fully. We aim for everything we do to be clearly reflected in our mission statement: **Love God, Love each other, Love learning.**

*Let all that you do be done in love* (1 Cor 16:14)

Reviewed July 25 – Next Review July 26

Our distinctive Christian vision is to follow Jesus' teaching, enabling all members of the school family to live and love fully. We aim for everything we do to be clearly reflected in our mission statement: **Love God, Love each other, Love learning.**

### **Statement of principles:**

Our Governing Body is responsible for setting general principles that inform the behaviour policy. The Governing Body must consult the Headteacher, school staff, parents and pupils when developing these principles. The Headteacher must then decide the standard of behaviour expected of pupils at the school.

This Behaviour Policy was developed in consultation with staff, pupils and governors and is reviewed annually. It is based on the school aims as set out below:

- We believe God loves us all and every child who attends St Wilfrid's will develop their faith, their abilities and know how to develop in the world ahead.
- We aim to enable every child to leave St Wilfrid's, prepared for their futures, confident in themselves and showing care and respect for others.
- We aim to provide a supportive, secure and stimulating environment within which each child has the opportunity to achieve their best in all aspects of their academic, creative, physical, moral and spiritual being.
- We aim to be a school to which children are proud to belong, which parents are pleased to support and where everyone feels valued and fulfilled.
- We aim to be a school where everyone is aware of their role in the church, the community and the world, and takes a lively interest in and an active part in all three.

### **This policy aims to:**

Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of our school

Outline the expectations and consequences of behaviour

Provide a consistent approach to behaviour management that is applied equally to all pupils

Define what we consider to be unacceptable behaviour, including bullying and discrimination

This policy links to other school policy documents, eg. Anti-Bullying Policy, Health and Safety Policy, Online Safety Policy, Single Equalities Policy, Safeguarding and Child Protection Policy, Attendance Policy, Home School Agreement, Teaching and Learning Policy, Preventing Radicalisation Policy

Below is a list of actions and strategies all staff working within St Wilfrid's agree to implement:

### **Consistency of approach**

In implementing this Relationship and Behaviour policy, Didsbury CE Primary School

acknowledges the need for **consistency** across the following areas:

- **Language and response:** simple and clear expectations reflected in all conversations about behaviour.
- **Follow up:** ensuring “certainty” in the classroom and at Senior Management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- **Positive reinforcement:** routine procedures for reinforcing, encouraging and celebrating.
- **Consequences:** defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- **Expectations:** referencing and promoting appropriate behaviour.
- **Models of emotional control:** emotional restraint that is modelled and not just taught, staff as role models for learning.
- **Reinforced rituals and routines for behaviour around the site:** in classrooms, around the site and at the school reception.
- Environment code of conduct evident of our values

**These simple consistencies are key to the success of the policy and need to be adhered to by all staff.**

At the start of the day	Children should be welcomed into school and into the classroom
On arrival	Children walk calmly straight into the classroom, put belongings away and start a Good Morning Work (GMW) activity
Playtimes / End of Lunchtimes	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into class.
Transition	Children are expected to walk calmly and quietly in the corridors, keeping to the left where possible.
Lunchtimes	Children eat calmly and without raising their voices.

End of the day	Class teaches to dismiss the children.
----------------	--

We Foster Positive Relationships by...

**A Smile -**

Display only behaviour which you would want children to replicate

Use of positive language (verbal and body)

Classrooms will reflect the people who work in it (staff and children)

Giving time to 'Noticing' children will be a priority for all staff.

Consistent celebration of children's achievements

**As a general principle staff will reprimand in private and praise in public**

**Classroom Routines and Expectations**

We believe in positive behaviour management, which promotes good behaviour, self-discipline and respect.

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- agreed by the children and clearly understood;
- fair and consistent;
- realistic and positive;

kept to a minimum but compulsory; daily activities with which the children are familiar. Class teachers should have a private conversation away from peers. Use RIP: remind in private,

Using the following emotional coaching script:

- I have noticed that you are...
- It's ok to feel like that but it's not ok to...
- You have chosen to...How you feel right now won't last long...
- I need you to now do...
- Let's take a minute to...
- Your behaviour is...
- When you are ready we will...
- Can we remind ourselves of...

## School Expectations

Our whole school expectations of staff, parents and children are set out in our **Home School Agreement** which parents are asked to sign each year:

Our Whole School Expectations are captured by the phrase:

**Be Safe, Be Kind, Aim High!**

### Be Safe

- We will be sensible and quiet when moving around school
- We will keep the school clean and tidy so that it can be a welcoming place of which we are all proud
- We will take pride in our appearance and look after property
- We will use equipment and resources in the correct manner

### Be Kind

- We will display friendship and kindness, offering our Christian message of *Love each other* without exception or exclusion
- We will always try to understand other people's point of view and consider: What Would Jesus Do?
- We will listen
- We will Speak politely to everyone ('set an example in speech')

### Aim High

- We will behave in a responsible manner: setting an example 'in speech; in conduct; in love; in faith and in purity' (1 Timothy 4:12)
- We will make it possible for everyone to learn, and for the teacher to teach, by taking an active part in every lesson
- We will make every effort to attend every day and be punctual
- We will work as hard as we can
- We will tell the truth

### What behaviour do we expect to see happening in our school?

At St Wilfrid's School we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote understanding and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

We encourage our pupils to display our six values (Creativity, Kindness, Perserverance, Respect, Trust, Wisdom) values at all times and this has a positive effect on reinforcing the behaviour we expect to see: **Be safe, Be Kind, Aim High**

### Rewards

We believe that the most effective way of achieving our aims is to praise and encourage positive behaviour. This is done in a variety of ways including:

- Verbal Praise
- Team/Dojo Points
- Stickers (including for children displaying our values)
- Star of the Week
- Merit Certificates
- Positive Messages Home (usually Dojo or Phone Call)
- Headteacher Stickers
- Positive marking and feedback
- Celebration Assemblies
- Values Assemblies each half term
- Phone Call or Dojo message home

### What behaviour do we not expect to see happening in our school?

- Lack of respect to each other or property
- Use of offensive language (eg swearing, racist or sexist comments)
- Poor attitude
- Bullying
- Rough play or violence
- Dishonesty
- Untidiness (uniform or work)
- Disregard to health and safety (eg. running in school)

We believe that there is always an underlying reason for poor behaviour and staff are trained in order that their response is appropriate. Every instance of poor behaviour is considered in context before the correct strategy or consequence is applied.

### Stage of Behaviour: See Appendix

Staff will have a script for the restorative conversation that they feel comfortable with. SLT will choose the appropriate questions from below and address each together recording responses.

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

### **Record Keeping**

Individual behavioural incidents and any Level 2 and above consequences allocated are logged and recorded using CPOMS. Additionally, meetings requested with parents, including outcomes, are also logged in CPOMS. Behaviour support plans are recorded on CPOMS. Class teachers also record inappropriate behaviour for SEN chronology purposes using CPOMS.

Persistent concerns or level 2 behaviour regarding peer relationships are also logged in CPOMS in order to closely monitor and track regularly occurring incidents between children. A behaviour log will be created should this occur.

### **Zones of Regulation**

In order to support our pupils to learn how to self-regulate and manage challenging situations, disruptive emotions and undesirable behaviours, all children will be taught about the Zones of Regulation. They will be given the knowledge, tools and strategies to enable them to understand how their own feelings (and that of their peers) can influence behaviour, how to identify these feelings and successful ways in which they are able to self-regulate and help to manage their own behaviour. Children needing further support are given additional emotional coaching by pastoral staff. Each class will have their own individual ZOR display and strategies for children to actively monitor their own zones throughout the school day.

## Behaviour Support Plans

### Behaviour Support Plans

We are aware at St Wilfrid's that our behaviour management system may need to be adapted according to the individual needs of pupils. Any sanction given to a pupil will always be carefully considered to ensure it proportionately reflects the circumstances. A sanction will also consider an individual's needs according to their disability, age, SEN, race, equality, religious requirements and human rights need.

For children who need alternative strategies we will follow advice and procedures relevant to their needs from outside agencies or support packages such as Stepping Stones or SIT.

In persistent cases, where it is considered that behaviour incidents may be because of unmet needs, referrals will be made to the Pastoral Support Worker/SLT/SENCO. Upon escalation, the individual pupil, class teacher and parent/s will be work closely with the Pastoral Support Worker/SENCO who will then oversee all aspects of the pupil's personal, social and emotional well-being. This may include liaising with other professionals and attending meetings as a representative for the child and their family alongside any other relevant staff members, such as the class teacher.

Behaviour Support Plans may be used as a means to help support the pupil make better behaviour choices.

School will also consider whether the behaviour might be the result of unmet needs, in which case a multi-agency assessment should be considered.

### Exclusion

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all 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) about an exclusion and 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 the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

## Use of Reasonable Force / Restrictive Physical Intervention

- DfE guidance on the use of reasonable force

*Under certain circumstances teachers may exercise their legal power to use reasonable force and do not require parental consent to do so. Examples of such circumstances could be if a child is in danger of hurting themselves or others, damaging property or causing disorder. For example members of staff may physically separate pupils found fighting or that if a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed. (DfE guidance 2013/Sect 89 Education and Inspections Act 2006)*

On rare occasions, at St Wilfrid's School there may be times where restrictive physical intervention is used. This is not standard practice and is never used as a strategy or a way of managing behaviour.

The only reasons that restrictive physical intervention would be used is when a child becomes so out of control that they exhibit behaviours that are:

- A) a danger to themselves (self-injuring behaviours)
- B) Displaying dangerous physically aggressive behaviours towards others. (pupils and adults)
- C) Damaging property.
- D) "power to search for prohibited items e.g. weapons, drugs, stolen items etc."

– this is extremely rare at St Wilfrid's.

At St Wilfrid's, there are on-going assessments of children's needs as they may change over time. Appropriate staff are trained following Safer Intervention Training principles which are 95% de-escalation and where physical handing is only 5%.

Every other measure must have been put in place before physical intervention is used. At these times, staff will openly communicate that they will "hold them safely until they can hold themselves."

Appropriate staff have received training which is regularly updated. Staff are regularly refreshed and revisit the Safer Intervention Training principles and strategies and positive handling of pupils if required.

We have a duty to keep children and staff safe from harm therefore Restrictive Physical Intervention is used when a child becomes at risk of being at harm. If necessary, children will be moved to a designated safe place, where space is restricted, to prevent the child putting themselves or others at risk. However, we recognise that restraint can cause trauma in children as outlined in Reducing the Use of Restraint 2019. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf)

In order to avoid physical intervention, we encourage and teach children to take "regulation time" and withdraw from situations to begin to self-regulate and not react to others. We are also aware of the need to recognise the needs of children who have witnessed others having difficulty regulating. They may in turn St Wilfrid's CE Primary School Behaviour Policy Sept 2025

struggle to continue with their learning following any disruption to class activities. At all times following incidents, where restrictive physical intervention has been used:

- ◆ The pupils must have time to debrief, repair and a period of recovery.
- ◆ Staff must have access to debrief and support.
- ◆ Parents must be informed.

## **Special Educational Needs**

There may be occasions when a child with specific emotional / behavioural needs require that the procedures above are amended to meet his/her specific needs. This will be done in consultation between the class teacher, SENCO / Headteacher and parents, as necessary. The child will be involved in the process and understand the rules / systems specifically in place for them.

## **Anti-Bullying**

*Bullying is defined as deliberately hurtful behaviour, which is unprovoked, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are: physical (hitting, kicking, theft); verbal (name calling, racist remarks); indirect (spreading rumours, excluding someone from social groups). Bullying is not simply two children falling out with each other, neither is it an isolated incident or a one-off disagreement.*

Bullying in any form, by anyone, will not be tolerated at St. Wilfrid's Primary School. We do not accept any form of behaviour which hurts, threatens or frightens any member of the school community. Everyone has the right to feel safe and happy in school and in the playground. We believe in eradicating bullying without victimising the bully. Victims will be confident that support will be given and action will be taken against bullies.

Our Anti-Bullying and Online Safety policies set out clear guidelines for dealing with instances of bullying, including cyber bullying.

## **Peer on Peer Abuse Including Sexualised Abuse**

Peer-on-peer abuse is defined as abuse between children.

St Wilfrid's Church of England Primary School has a zero-tolerance approach to abuse, including peer-on-peer abuse.

St Wilfrid's Church of England Primary School will refer to specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures.  
[https://panlancashirescb.proceduresonline.com/chapters/p\\_peer\\_abuse.html](https://panlancashirescb.proceduresonline.com/chapters/p_peer_abuse.html)

All staff are aware that peer-on-peer abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff are aware of the indicators of peer-on-peer abuse, how to

identify it, and how to respond to reports. All staff also recognise ‘Working, learning, playing and worshipping together’ that even if no cases have been reported, this is not an indicator that peer-on-peer abuse is not occurring.

All staff report to the DSL if they have any concerns about peer-on-peer abuse. All staff understand the importance of challenging inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”. Peer-on-peer abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element. All staff are clear as to the school’s policy and procedures regarding peer-on-peer abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it. All staff are aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further. All staff are aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school’s response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils are made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils are also reassured that they will be taken seriously, be supported, and kept safe.

St Wilfrid’s Church of England Primary School and its DSLs will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff • contextual safeguarding issues.

- Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:
  - the victim
  - the alleged perpetrator
  - all other children (and if appropriate adult students and staff).
- Risk assessments will be recorded and kept under review as a minimum termly.

## **Guidelines and Statutory regulations**

We follow the following guidelines and Statutory regulations:

- **The Equality Act 2010:**

*Requires public bodies to have due regard to the need to:*

*Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;*

*Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and*

*Foster good relations between people who share a protected characteristic and people who do not share it.*

*Schools are now required to comply with the new Equality Duty.*

*The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.*

*Safeguarding children and young people*

*Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.*

- **Preventing Radicalisation**

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2018)
- Prevent Duty Guidance (2018)
- Working Together to Safeguard Children (2018)

## Non-statutory Guidance

- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

## Related Policies

- Preventing Radicalisation Policy
- Acceptable Use (ICT) Policy
- Online Safety Policy
- Anti-Bullying Policy
- Child Protection Policy
- Single Equalities Policy
- Lettings' Policy
- Personal, Social And Health Education (PSHE) Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Whistle-blowing Policy
- Valuing all God's Children 2017 (Guidance for Cof E Schools on Homophobic Bullying)

- **Statutory guidance on confiscation of inappropriate items**

*There are two sets of legal provisions which enable school staff to confiscate items from pupils:*

1. *The general power to discipline 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 have acted lawfully and reasonably.*
2. *Power to search without consent for 'prohibited items' including:*
  - Knives and weapons*
  - Alcohol*
  - Illegal drugs*
  - Stolen items*
  - Tobacco and cigarette papers*
  - Pornographic images*
  - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property*
  - Any item banned by the school rules which has been identified in the rules as an item which may be searched for*

*Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.*

- **Criminal Law**

*It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.*

### **Roles and Responsibilities**

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

Headteachers are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among pupils. Headteachers must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

For school-registered pupils or those attending Pupil Referral Units (PRUs), parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction of £60 (rising to £120). The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120). Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the local authority will apply for a Parenting Order.

### **Complaints Procedure**

An overview of the School's complaints process can be viewed on the school's website or can be obtained from the school office.

### **Sanctions – conduct outside the school gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

The school's behaviour /anti –bullying policy will apply in response to all non-criminal bad behaviour and bullying, including cyber bullying, which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.. Subject to the policy, the teacher may discipline for any misbehaviour when the pupil 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 discipline for misbehaviour 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.

## Appendix:

### STAGES OF BEHAVIOUR

*The context and child's needs will be fully considered when sanctions are applied.*

**All staff must ensure the appropriate sanction is in the best interests of the child/children.**

Stage	Behaviour Examples – not limited to	Appropriate Sanctions – Not limited to
Stage 1	<ul style="list-style-type: none"> <li>• 'Low-level' disruption</li> <li>• Running inside the school building</li> <li>• Pushing in line</li> <li>• Rough play</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder</li> <li>• Non-verbal signals (e.g. eye contact)</li> <li>• Change of seating</li> </ul>
Stage 2	<ul style="list-style-type: none"> <li>• <b>Persistent Stage 1</b></li> <li>• Inappropriate remark including swearing</li> <li>• Inappropriate use of equipment</li> <li>• Being in the wrong place at the wrong time (e.g. Inside school during lunch or break)</li> </ul>	<ul style="list-style-type: none"> <li>• Lose time off during/next playtime/lunch</li> <li>• Work missed needs to be completed in own time (next break time or sent home)</li> <li>• Record on CPOMS</li> <li>• Communication with home from class teacher</li> </ul>
Stage 3	<ul style="list-style-type: none"> <li>• <b>Persistent Stage 2 Behaviour</b></li> <li>• Refusal to work</li> <li>• Ignoring instructions</li> <li>• Damaging school's/pupil's property</li> <li>• Throwing objects</li> <li>• Continued or more serious challenge to authority</li> <li>• Highly offensive remarks</li> <li>• Bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Removal from class or removal of class (remove audience) – Key Stage Leader</li> <li>• Lose time off during/next playtime/lunch</li> <li>• Communication with home from Key Stage Leader (headteacher if necessary)</li> <li>• Record on CPOMS</li> <li>• Behaviour to be monitored for clear improvement. (behaviour support plan) – In conjunction with Pastoral Support</li> </ul>
Stage 4	<ul style="list-style-type: none"> <li>• <b>Persistent Stage 3 Behaviour</b></li> <li>• Fighting / violence</li> <li>• Serious challenge to authority</li> <li>• Leaving school grounds without permission</li> <li>• Verbal abuse</li> <li>• Physical assault</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with parents arranged with class teacher &amp; Headteacher</li> <li>• Communication with home from Key Stage Leader (headteacher if necessary)</li> <li>• Loss of playtimes for determined period</li> <li>• Suspension as determined by the headteacher</li> <li>• Record on CPOMS</li> <li>• Potential permanent exclusion</li> </ul>

These 'Stages of Behaviour' provide guidance only; each individual situation will be carefully considered.

These 'Stages of Behaviour' do not list all behaviours or sanctions available, and discretion will be applied

