Highfield St Matthew's CE Primary School

As Jesus tells us, 'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:13).

Behaviour Policy

'The Highfield SHINE Way'

November 2026

LDST
Liverpool Diocesan Schools Trust

Our Christian Vision

'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:16). Our vision inspires and challenges the community we serve to achieve excellence in all they do, and to learn about life in all its fullness, within a welcoming Christian family.

School Aims – How we will Let Our Light Shine

- Every child feels valued, safe and cared for, and makes a positive contribution to their own development and the life of the school, with Christ at its centre
- Our bespoke SHINE curriculum, based on excellence and high expectations, provides rich experiences which motivates, challenges, develops resilience and meets the needs of all children
- Every child achieves their potential and develops their talents and creativity, preparing them for a role in a global society with a lifelong love for learning
- Children & families develop understanding of a faith and Christian values that can guide their lives; knowing Jesus, and putting into action what they are coming to believe and value
- The whole school family flourishes and serves the local Church and community

Rationale

At Highfield St Matthew's Church of England Primary School, we believe that children learn best when they have clear rewards and consequences for their day to day conduct in and around school. If children feel safe and can enjoy their lessons, then they will learn and achieve.

To ensure Highfield St Matthew's provides a happy, safe and respectful environment for all children to learn in; our school community has come together to agree a simple Code of Conduct that will support us in making good choices. This is to be READY, RESPECTFUL and SAFE at all times.

Our aim is that every member of our school community feels valued and respected. We want all parts of our community to strive to create an environment where everyone feels happy, safe and secure. We want to ensure that every member of our school community is treated fairly and in a consistent way. These expectations are taught and practised through modelling and curriculum activities across the school. They are supplemented in PHSE, RE, circle time, nurture groups and support sessions.

All staff understand that it is their duty to help teach children to manage their behaviour well in order to fully access their right to education and develop each child's personality, talents and abilities to the fullest. This behaviour policy lays out the core beliefs behind teaching and managing behaviour in a nurturing, positive manner and details the key actions all staff will take in creating a nurturing environment (see also Safeguarding Policy, Equalities Policy, Anti-bullying Policy, Attendance Policy and Teaching and Learning Policy).

In order to teach children good behaviours, we have devised 'The Highfield SHINE Way', which explicitly sets out the behaviours we teach, preparing children to be citizens of the world.

Behaviour management at Highfield St Matthew's is built firmly around prevention rather than cure and recognises that all children have the right to a primary education in which their views are respected and their opinions and the right to freedom of expression are taken into account.

Purpose of our LDST Policy

The purpose of this policy booklet is to communicate and clarify the ways in which our Christian school encourages children to behave well and work hard. It also states what will happen when children do not behave well.

Everyone in LDST is dedicated to:

- Developing the highest standards of learning and teaching
- Enabling every pupil to achieve their full potential
- Enabling every pupil to become a responsible member of society

<u>Legislation, statutory requirements and statutory guidance:</u>

This policy is based on legislation and advice from the Department for Education (DfE) on:

Keeping Children Safe in Edication (KCSIE 2026)

Suspensions and Permanent Exclusions July 2026

Use of Reasonable Force effective to March 2026

Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026)

Behaviour in school: advice for headteachers and school staff Feb 2024

Searching, screening and confiscation: advice for schools 2022

The Equality Act 2010

Supporting pupils with medical conditions at school

Special Educational Needs and Disability (SEND) Code of Practice

Equal Opportunities Statement

Highfield St Matthew's CE Primary believes that it is important that everyone in school is valued as an individual, irrespective of gender, disability, cultural or religious origin, ability and social circumstance.

Expectations of All Staff

- To take collective responsibility for the behaviour of all children within the school community.
- To provide a good role model for children particularly in the way they speak to and behave towards each other and the children.
- To have high expectations of all pupils.
- To ensure any students who are teaching in their class also have high expectations of all pupils.
- To uphold the school rules at all times.
- Treat all pupils fairly and with respect regardless of race, gender, religion and ability.
- To actively promote good behaviour and deal with incidents of poor behaviour in a non-confrontational manner
- To raise pupils' self-esteem and encourage the development of their full potential.
- To contribute responsibly towards creating a safe, caring and pleasant environment.
- To use class rules and sanctions clearly and consistently.
- To form positive relationships with parents so that all children can see that key adults in their lives have a common purpose.

Expectations of All Parents/ Carers

- To support the school behaviour policy.
- To share concerns about the children's education, welfare and behaviour with the school.
- To take an interest in the children's work and celebrate their achievements.
- To encourage the development of appropriate social skills, e.g. good table manners and common courtesy.
- To attend parents' evenings and support school functions.
- To inform teachers of the reasons for all absence on the first morning that the child is absent.
- To ensure that children arrive in school on time.
- To dress pupils in school uniform and to provide appropriate P.E. and swimming kit.
- To attend pre-arranged appointments with school staff.
- To provide good role models for children.
- To support their child in completing homework, including listening to them reading regularly.

Expectations of All Children

- To work hard and to allow others to do the same
- To treat everyone with respect and to show consideration for the needs of others
- To listen to instructions and do what they are asked to do the first time that they are asked
- To take care of property and the environment in and out of school
- To speak to each other in an appropriate manner
- To co-operate with other children and adults
- To be polite. As a minimum, we expect all pupils to use 'excuse me', 'please', 'thank you', hold doors open for adults and to speak to staff quietly and courteously

The role of the Behaviour Lead

- implement the Behaviour Policy consistently throughout school.
- support its implementation by all other relevant members of the school community.
- keep clear and complete records of all serious incidents and keep parents informed of such.
- work with parents in managing their child's behaviour, as necessary.
- monitor regularly the effectiveness of the Behaviour Policy and report on this to the governing body/Trust when required.
- ensure that the Behaviour Policy is made available to all parents and carers through the school website and as a hard copy in the school.
- be responsible for holding regular restorative discussions with children.

The role of the Governing Body

- support the school in fulfilling its duty of care to our pupils through the Behaviour Policy.
- support the senior leadership team in implementing the policy and offer advice regarding specific issues as needed.
- facilitate and promote the regular monitoring and review of the policy.

Building Positive Relationships

Staff and children at Highfield St Matthew's CE Primary understand that building positive relationships and creating the right environment, is the key to managing behaviour effectively. All staff at Highfield St Matthew's CE Primary are committed to 'noticing' children in a positive way. Staff are highly skilled in understanding how to develop and build positive relationships with children. This begins with a phased start to the school day in which all children are personally welcomed by name with a friendly smile from staff. Staff at Highfield St Matthew's CE Primary know that behaviour management is the responsibility of all staff. All staff are provided with support and training in dealing with challenging behaviour to ensure the best outcomes for every child. The school recognises the importance of working in partnership with parents and always aims to engage parents in positive behaviour management systems whenever possible. This is reflected in regular meetings with parents of children who have Individual Behaviour Plans and in our reward system which acknowledges examples of good behaviour and attitude to work. We also recognise the importance constructive dialogue to further develop home/school links and create best possible outcomes for our children.

Below is a list of actions and strategies all staff working within Highfield St Matthew's CE Primary agree to implement:

- Smile - passing along positive energy and creating a sense of security and belonging for every child.
- Display only behaviour which you would want children to replicate - Staff actively model our whole school Christian vision as they demonstrate respectful interactions and conduct with all members of the school community (including respecting the views of each child and their right to express their opinion
- Use of positive language (verbal and body) – e.g. "please put your hand up" rather than "do not shout out" and "finished" rather than "no". This also includes positive body language and the avoidance of fear, anger and frustration in adult behaviour

- Classrooms will reflect the people who work in it (staff and children) - classrooms will have a 'class space/board' which personalises the room and encourages the development of relationships and a sense of belonging. This may contain show and tell items, personal photographs, achievements etc.
- Giving time to 'Noticing' children will be a priority for all staff. - Traditional activities such as 'Show and Tell' are celebrated as an opportunity to build connections and relationships with children. Children will be greeted positively as they enter the classroom each morning. Should staff notice that children are not ready for learning, they will intervene with nurturing strategies (time out, 1-1 talk time either, engagement of the Learning mentor)
- Consistent celebration of children's achievements - (both academically and behaviourally) through the presentation of certificates and rewards as outlined below
- Closing the gap or turning down the volume- whenever possible, staff will not correct behaviour in school by shouting over distances, through crowds, or over noise. Instead , signs and positive indicators should be used if possible. Children will be spoken to privately regarding their individual behaviour in order to maintain/build the child's self-esteem and nurture positive relationships
- Wait, watch, wonder - Becoming attuned to the child's behaviour and really getting to know the child and their 'triggers' is key in assessing behaviour, preventing the escalation of situations and connecting with the child
- Necessary involvement - Staff will avoid unnecessary involvement in behaviour issues that they are not dealing with. This includes questioning and approaching children who are being dealt with by other members of staff for a behavioural issue. In the first instance, any behaviour incident will be resolved by the member of staff responding, this is regardless of their role within school. Only when deemed to be a serious incident will the SLT be asked to intervene. Upon SLT escalation, rigorous checks will be made to ensure procedures and protocols were followed and that staff were proactive in pre-empting potential behavioural issues.

The Highfield SHINE Way - Our Behaviour Curriculum

In order to create an environment for all our pupils which is both safe, nurturing and where they can maximise their learning, we recognise that we need to maintain the highest possible standards of pupil behaviour. We have developed our behaviour curriculum which we call 'The Highfield SHINE Way.'

This document sets out the rules and routines that we explicitly teach pupils. We believe this helps to build pupils' character by supporting them to develop the habits and attitudes that will enable them to succeed in later life.

We help to develop children's character through our behaviour curriculum – 'The Highfield SHINE Way.'

In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them.

How do we support our children to flourish?

At Highfield St Matthew's, we want our children and adults to 'flourish'. We recognise, for the whole school community to flourish, we must create an environment and ethos which is positive, nurturing, encouraging and supportive. As a staff, we strive to give children the opportunity to reach their full potential, to have high expectations of themselves and a high self-worth with Christian values at the heart of everything we do and want to be. We aim for our children to shine, grow and learn at Highfield St Matthew's, to aim and aspire to achieve the best and be the best they can be.

Teaching the behaviour curriculum

During Summer transition, the children will spend time with their new class teacher. The children will enter and exit through their new classroom, have lessons in their new classroom, sit in their new spaces in the hall and the dining hall. The children will be taught and learn the routines of the behaviour curriculum and for their new class.

The behaviour curriculum is also reviewed and taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each half term, our behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching which is set out in our Teaching & Learning Policy which is based on the 'Principles of Instruction' set out by Barak Rosenshine. This will include regular retrieval quizzing to strengthen retention. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise

these (particularly in the first few days of each term). For example, a lining up order should be taught in the classroom but must be practiced in different locations and times throughout the school day e.g. at lunchtime or playtime. It is expected that all pupils will know this content.

As Tom Bennett describes in 'Running The Room', the process for teaching behaviour explicitly is as follows:

- 1.Identify the routines you want to see
- 2.Communicate in detail your expectations
- 3.Practise the routines until everyone can do them
- 4.Reinforce, maintain and patrol the routines constantly.

It is essential that all staff / stakeholders know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards we set. By doing so, we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

Adaptations

The Behaviour Curriculum is designed for all pupils but is applied with sensitivity and professional judgement according to pupils' ages, stages of development and individual needs. Where pupils have special educational needs and disabilities (SEND), including those with neurodiverse conditions, reasonable adjustments are made in line with the Equality Act 2010. Adaptations may include flexibility in how expectations are communicated or demonstrated, taking account of sensory sensitivities, processing needs or social communication differences. For example, some pupils may find sustained eye contact uncomfortable, and alternative ways of showing attention and respect will be recognised. Staff are expected to apply the curriculum with empathy and understanding, ensuring that every child can engage, succeed and flourish within our community.

Curriculum Content

Curriculum content to be covered in depth during Summer transition and in Autumn Term 1 and revisited frequently (and where reinforcements and reminders are needed) throughout the year.

Our School Rules

Know that there are three key rules in school:

- Ready
- Respectful
- Safe

Know the following examples of these three principles –Be Ready, Be Respectful, Be Safe.

Ready	**Respectful**	**Safe**
Ready to Learn means: • Showing our whole school 'Ready Positions' • Sitting still • Looking at the teacher • Hands free (no equipment in hands) • Eyes to the front of the room / focus of the room • Sitting up straight in your chair	*Being respectful to everyone means:* • Say please and thank you • Hold doors open for adults • Use kind words always to other pupils • Be polite and use your manners when asking other pupils for something • Show respect to everyone and work together as part of a team • Be polite and greet and say good morning/ afternoon to adults	• WOW Walk around the school at all times • Play sensibly with equipment • Put all equipment away in the playground boxes at the end of play • Sit still on your chair with all four feet on the floor • Keep your hands and feet to yourself • Kind words ONLY • Do not play fight

Moving Around School

Know that we walk around school using **WOW Walking**

Know that WOW Walking means:

- Line up in register order
- Listening and looking towards the adult in the line
- Walking in silence
- Know when we move around school, we walk on the left of the corridor
- Know we use Wow Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school

- WOW walk silently around school and entering and exiting worship
- Know that we have set spaces in the corridor to stop and wait for an adult.

Preventing Bullying

Know that bullying is:

- Hurting someone else on purpose
- Repetitive – it happens again and again
- Can be physical, verbal, and emotional
- Know that incidents which can lead to bullying can be indirect. This means:
    - ❖ Leaving people out of groups or games.
    - ❖ Talking about someone behind their back.
    - ❖ Standing by and watching someone get bullied without letting an adult know.
    - ❖ Know that if this happens online, it is called cyberbullying.
    - ❖ Creating online groups and purposely leaving someone out.
- Know if you think you are being bullied you should tell an adult.
- Know that bullying is unacceptable and that it will be dealt with seriously by all adults at Highfield St Matthew's.

Anti-Bullying (including cyber, prejudice based and discriminatory)

At Highfield, we endeavour to ensure bullying doesn't happen. The definition

We will:

- Participate in national and local initiatives such as Anti-bullying Week and E-Safety week.
- Seek to develop links with the wider community that will support inclusive anti-bullying education
- Offer support to parents on how to help their children engage safely and responsibly with social media, perhaps through a parents' evening, advice in a school newsletter or signposting to other sources of support and advice
- Regularly counsel and educate the whole school community on e-safety and the prevention of cyber-bullying
- Consider the use of specific strategies e.g. use of buddies
- Teach children about diversity and equality through our Lighthouse curriculum
- Raise awareness and understanding of the nature of bulling through our PSHE and safeguarding curriculum

Start of the Day Routine

At the start of the school day, children enter school at 8.40a.m. and registration is at 8.55a.m.
Children know that they:

- Come into school calmly and quietly
- Hang their coats and bags on their pegs
- Enter class calmly and quietly
- Greet a member of staff and respond to an adult as they are greeted
- Can talk to a member of staff if they need to
- Watch for the signal of the adult to line up in alphabetical order for worship

End of the day routine

To ensure that the children have a calm and safe end to the school day our children know:

- To listen to the end of day novel time respectfully
- To line up silently in register order or be sent to the cloakroom a table at a time to collect their belongings for home time.
- All children know that they should must be handed over to an adult by a member of staff.
- That if they are in Year 5 and Year 6, they must tell the member of staff that they can see their adult who has come to collect them and then be given permission by the staff member to go over to them.
- If they are in Year 5 and Year 6 and they walk home, prior permission must be given by their parent in written form. (Section in Reading Diary for parents to complete.)
- If there is any change to the walking home days, then school must be notified prior to the end of the school day (preferably in the morning).
- Know that mobile phones should not be switched on or used whilst on the school premises. Mobile phones should be switched on as the children are handed their phone on the playground at the end of the school day.

Whole School Rewards and Sanctions

Highfield St Matthew's C.E. Primary School Whole School Rewards

To promote and praise positive behaviours outlined in the behaviour policy, we follow the following whole school rewards:

Whole Class / Individual Rewards

- All children are given an individual avatar on the Dojo online Platform
- Children receive Dojo points for showing positive behaviours outlined in the behaviour policy.

Dojo Points

Children will be awarded Dojo certificate for:
100 Dojo points – Bronze Award
150 Dojo points – Silver Award
200 Dojo points – Gold Award
300+ Dojo Points – Platinum Award
Children will be awarded these certificates in class as they reach the points milestones. Children are also able to swap their dojos at the Dojo shop.

Ready, Respectful and Safe Certificate

Each week, one child will be chosen per class to be awarded the 'Ready, Respectful and Safe' award in worship. This certificate represents our whole school rules and children who live out these rules in all aspects of school life will chosen for the award.

Note on Rewards

Reasonable adjustments are made to expectations, rewards and sanctions to fit the needs of individual pupils. Staff are made aware of where this may be applicable and apply professional judgement.

School Wide Sanctions

In the event of children not adhering to the code of conduct, the following sanctions will be applied using **adult discrepancy based on the seriousness** of the behaviour (this means that there will be times when some stages are missed out due to the seriousness of the incident).

To promote the highest standards of behaviour outlined in the behaviour policy, we follow the following whole school system for sanctions when children need support and reflection to enable them to follow our whole school rules.

Warning / Sanction System

If children are not following our whole school rules and values outlined in the behaviour policy the following steps must be followed:

- Step 1: Non-Verbal Warning. (This might be a look or a hand signal or gesture to the child to indicate that the adult has observed the child not following the rules set by the school and needs a Non-Verbal reminder to get back on task.)
- Step 2: Verbal Warning. If the child's behaviour continues, there will be a consequence. (The teacher will give a verbal warning)
- Step 3: Consequence. (The adult will explain to the child that they will have to miss a playtime to reflect upon their actions and complete a restorative justice sheet. The restorative justice sheet will be uploaded onto CPOMS the following day.)
- Step 4: Repeated Consequence. If the child's behaviour continues, there will be a consequence during the second play over lunchtime. This will be either 15 minutes or 30 minutes of the lunchtime play. If the incident is

deemed more serious, the child will spend their lunchtime with a member of the Senior Leadership Team. (If this happens, children will be given time outside for fresh air. Recorded on CPOMS by class teacher)

- Step 5: Removal from Class. If the child's behaviour continues, or if a child's behaviour is deemed more serious, the child will spend a period of time completing their work in another class or Reflection. The length of time will be agreed with the behaviour lead and parents will be informed.

Consequence

The child will stay in their classroom with their class teacher and complete a /reflection restorative log. The children will be supported to reflect upon their actions and see how they can change their future actions
The restorative log must be uploaded onto CPOMS.
The consequence must be reported to the parent via either:

- phone call
- a short conversation at the end of the day

(Class teachers will use their professional judgement to decide on the best approach to communicate to parents.)

Some behaviours are deemed serious enough to move straight to the 'Consequence' stage. These include:

- Pushing or hurting someone by being silly
- Pushing or hurting someone deliberately – or through anger
- Damaging something on purpose
- Saying something unkind to others
- Refusing to do work or tasks
- Leaving the class/ classroom without permission (depending upon the likely safety implications this caused)
- Using offensive language
- Using a phone on the school grounds
- Acting in a way that could cause hurt or offence to someone else
- Bringing a dangerous (weapon or sharp object) or banned item into school
- Stealing
- Bullying (see our definition of Bullying in our Anti-Bullying Policy)

This list is not exhaustive; we could not specify each and every particular as to a possible indiscretion. Staff will always use professional judgement and seek clarification from the Behaviour lead to ensure that consistency is applied. Previous incidents could become a factor in what sanction is used as could the potential to cause harm, injury or likely injury to oneself or others or the extremity of the event. A child can enter at any stage of our sanctions table or warning level. At any point the SENDCO may intervene and provide additional support and guidance with behaviour issues and work between home and school to support this.

Repeated Consequences

If a child has a consequence 3 times or more within a half term then they will need to discuss their behaviour and actions with the class teacher, their phase leader and their parent.

Step 1: The child will discuss their behaviour and actions with the class teacher and phase leader agree a plan of how behaviour will improve. This should be logged on CPOMS. More serious behaviour incidents involving multiple staff are recorded concisely by the most senior member of staff involved

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- **Step 2:** If there is no improvement and there is a repeat consequence following this discussion, the child's parents will be informed and invited to discuss their child's behaviour with the class teacher. Realistic and achievable targets will be agreed of how behaviour will improve. (This can be via telephone or in person and must be recorded on CPOMS.)
- **Step 3:** If there is still no improvement, the child's parent will be invited in to meet with the class teacher and phase leader to discuss and agree the steps of how behaviour will improve. A daily report card will be put in place for the child to monitor and support behaviour. The report card will be in place for 2 weeks (adaptations were required) and reviewed at the end of the two weeks with the class teacher, phase leader and parent.
- **Step 4:** If there is still no improvement following the daily report card, parents will be invited to meet with the class teacher and behaviour leader to agree an extension of the daily report card and other adaptations needed to monitor and support behaviour.

- **Step 5:** In exceptional or persistent circumstances, school may consider a fixed term suspension or permanent exclusion.

Reflection Time

Staff at Highfield St Matthew's CE Primary recognise that sometimes it may be necessary to provide children with quiet spaces where they can take time out to become calm and reflect upon their behaviour. When this is a necessary action for a child, their class teacher will advise them of which spaces in school are suitable for them to use and this will be fully discussed and agreed with the child and their parents where necessary. 'Reflection Time' can be used for short periods, or longer periods, at the discretion of the SLT. Where 'Reflection Time' is used as a sanction for more serious incidents, the Head teacher or Assistant Headteacher in her absence, will decide upon the length. The length will depend on the severity of the incident, age of the child and the record of any previous incidents kept by the school.

Suspension / Fixed-Term Exclusion

Highfield St Matthew's CE Primary School has no desire to exclude a child, and suspension is only ever considered as a last resort. Before any exclusion is considered, all other strategies outlined in this behaviour policy will be exhausted.

Fixed Term Suspension: Pupils will be excluded from school for a specified period which may range from one day to fifteen days. At this stage parents will be consulted and a plan for behaviour improvement will be agreed.

Permanent Exclusion: The pupil will be permanently excluded from school. This effectively means that the child will cease to be a pupil at The Beacon and will need to find another school.

The Headteacher may exclude a child were remaining in school would seriously harm the education or welfare of the pupil or others. Exclusion is always a last resort. Fixed-term suspension or permanent exclusion will be communicated in writing with full information on the appeals process. Belonging is central to everything we do at (school name), and exclusion sits in tension with that principle. We will always exhaust every avenue of support before reaching that point. However, in a very small number of cases it may become clear that a child's needs require specialist support that goes beyond what a mainstream primary school can provide. Where this is the case, the Head teacher – working closely with parents, the SENDCO, the Local Authority and relevant professionals – may determine that a specialist setting would better serve the child's long-term wellbeing. Any such transition will be handled with care and the school will actively support the move.

Our commitment: Exclusion is always a last resort. Where specialist provision is considered, it is because we believe it will open more doors for that child – not fewer.

Reintegration Meetings

When a pupil returns to school following a suspension or transitions back to a mainstream classroom from a Pupil Support Unit, structured reintegration meetings are held to support both the pupil and their family.

This includes:

- **Pre-Return Meeting:** Schedule a mandatory meeting before the pupil returns to the classroom involving the pupil, parents or carers, school leaders, and relevant support staff.
- **Agreement on Expectations:** Re-establish school rules, clarify boundaries, and agree on clear goals for behaviour and attendance.
- **Restorative Focus:** Provide space to discuss what happened, address root causes, and focus on moving forward rather than reiterating punishment.

Reduced Timetables

Where a child is finding the full school day emotionally or behaviourally very challenging, a reduced timetable may be agreed with the Local Authority as a short-term, time-limited measure. This is a supportive intervention, not a sanction, and will always:

• Be formally agreed with the Local Authority and documented
• Include a clear reintegration plan with a review date
• Be developed in partnership with parents, carers and, where appropriate, the child
• Be supported by the SENDCO and external agencies as needed

The child's educational provision, welfare and progress will be closely monitored throughout and parents kept fully informed.

Allegations of abuse against staff and other adults working in the school

Unfounded or malicious allegations will be reported to the local authority designated officer (LADO). The LADO may then refer the matter to children's social care services.

The headteacher will consider whether to take any disciplinary action against the pupil who made the allegation, such as:

- School consequence
- Fixed term suspension
- Permanent exclusion

The police may also be asked to consider whether any further action may be appropriate against the person responsible.

Playground Supervision

All staff responsible for children on the yard should circulate as much as possible, keeping a close eye on those children whose behaviour is often inappropriate. Where possible adults should organise and join in games with the children. During playtimes, children are not allowed back into the school building unless with an adult.

The roles of the adults on duty are outlined below:

Adults on duty are responsible for the overall behaviour at playtimes and at the beginning and end of the school day. They need to make sure accidents are recorded and that behaviour is dealt with appropriately. Children can be asked to stand against the wall for time-out or can be asked to stay with an adult. Children should never be sent in on their own- either to missed play or to see a member of SLT.

The teacher outside is also responsible for blowing the whistle promptly and supervising lines so that lessons can begin on time. They must not leave the playground **under any circumstances** until all classes have been collected. **If you know you are unable to do this duty, please ensure you have a replacement.**

This involves the supervision of football or other ball games which children play on a rota.
Children who argue, or are overtly competitive, will be asked to leave the game and may miss the next game.

Children are expected to:

- Walk sensibly from their classroom to the playground.
- Play safely, ensuring they do not hurt themselves or others.
- Include all peers in games and avoid leaving anyone out.

- Avoid play fighting to prevent accidental injury.
- Share equipment, take turns, and put all equipment back in its designated place.
- Be kind and considerate, thinking of others during play.
- Line up safely, quietly, and promptly when called, ready to return to class.

Playground Supervision

Adults on duty are responsible for maintaining a safe and positive environment at all times. Responsibilities include:

- **Monitoring behaviour proactively** and ensuring that any incidents are addressed in line with the Shine Bright steps.
- Recording **accidents and significant behaviour incidents**. Children should never be sent alone to miss play or see senior leaders; an adult must always accompany them.
- **Supervising line-ups and ball games**, including enforcing rules for fair play and asking children to leave a game if necessary.
- **Blowing the whistle promptly** and maintaining supervision until all classes are safely collected.
- **Ensuring continuity of duty**: if a staff member cannot cover their allocated duty, they must arrange a replacement.
- **Modelling positive behaviour** and using restorative approaches to support children in resolving conflicts during play.

SEND Code of Practice

No child will be sanctioned for behaviour directly linked to a SEND need. Staff will use social stories, sensory resources, safe spaces and fiddle tools to support individual needs. Violence cannot be tolerated and will always be managed within the school's behaviour expectations.

Children with serious or repeated difficulties may require an Individual Behaviour Plan. Where dysregulation impacts on others, short or longer-term support outside the classroom may be necessary. SEND is a reason, not an excuse for poor behaviour – our role is to teach appropriate behaviours in partnership with families. We may seek assessment from an Educational Psychologist or refer, with parental agreement, to CAMHS.

If a child with an EHCP faces suspension or permanent exclusion, the school will liaise with the Local Authority through the EHCP process to put appropriate support in place.

Pupil Support

If a looked-after or post-looked-after child faces suspension or permanent exclusion, the school will contact the Virtual School. The Designated Teacher will liaise with relevant professionals to address the factors affecting the child's behaviour. The school meets its duties under the Equality Act 2010. Where a child with a protected characteristic exhibits challenging behaviour, the SENDCO will assess for underlying needs and reasonable adjustments will be made. Specialist teachers, educational psychologists and medical practitioners may be involved. Support plans are created with parents and reviewed regularly and may include referral to a more appropriate placement.

Mobile Phones

We encourage mobile phones to be kept at home. However, we are aware that some pupils may need to have one dependent on arrangements for leaving school. If a pupil does require their mobile phone for this reason, parents/carers must notify school by calling the school office or speaking to their teacher. The phone must be handed to the teacher upon entering school. It will remain locked away in the school office until the end of the day.

Behaviour Lead

Our Behaviour Lead is Mrs Hewitt

Staff induction

All staff will receive behaviour management CPD during INSET day at the start of each academic year. Regular CPD sessions will be part of staff meetings throughout the year.

Banned Items – As stated in guidance from the DfE

The school may search your child if they think your child has any banned items. The member of staff should always try to get your child's cooperation before searching them. If your child does not cooperate, the staff member may still search them if there's a risk of serious harm. Banned items include:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

What happens during a search?
Searches must always be carried out by someone of the same sex as your child. A witness should also be present unless there's a risk of serious harm if the search is not carried out urgently. The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

Metal detectors
Schools can make pupils go through a metal detector - they do not have to suspect that your child has a weapon. If your child refuses to go through the metal detector, they may be searched by a member of staff.

When an item can be confiscated

A member of staff can confiscate an item if:

- it's banned
- it poses a risk to any person
- it's considered to be evidence relating to an offence

School staff may also confiscate items as a sanction.

Complaining about a search
Parents should always be told about any search for a banned item and the outcome - including any sanctions. If you're unhappy with a search on your child at school, talk to the headteacher. If you're not satisfied, ask for a copy of the complaints procedure.

Monitoring

Senior leaders monitor behaviour daily. A behaviour learning walk by the Headteacher, Deputy Headteacher or the Assistant Headteacher will take place regularly and feedback will be provided to all staff. Behaviour records will also be monitored every half term. Governors will also be presented with an update regarding behaviour and attitudes every term.

Bullying

We are committed to preventing all forms of bullying—including physical aggression, name-calling, social exclusion, cyberbullying, and prejudice-based harassment targeting protected characteristics under the Equality Act 2010. Through our PSHE and online safety curriculum, we foster a school culture built on mutual respect and inclusion.

When bullying is suspected or reported, pupils are encouraged to speak immediately to any trusted adult in school, and parents are advised to contact their child's class teacher or the pastoral team. All reports are taken seriously, investigated promptly, and recorded by staff to track patterns and ensure accountability. We maintain an open, non-judgmental environment where every child feels heard, and parents are kept informed throughout the resolution process.

Where bullying occurs, we apply clear, proportionate consequences from our behaviour policy alongside targeted interventions that help the child who bullied understand the impact of their actions and develop empathy. Concurrently, targeted pupils receive immediate, tailored pastoral support to rebuild confidence and feel secure. Severe or persistent bullying is managed as a safeguarding issue (*Child-on-Child Abuse*) in line with *Keeping Children Safe in Education*, and where necessary, external support or referrals are made.

Discriminative Behaviour

Any discriminative language or behaviour against disabilities, gender, sex, sexuality, race, religion, or belief should be reported immediately to the safeguarding team and uploaded to CPOMS under the correct categories.

All teachers have a duty to promote the safety and wellbeing of all children and young people in our care, including lesbian, gay, bisexual and transgender pupils and those experiencing homophobic, biphobic or transphobic bullying.

Parents should also be informed of any language or behaviour displayed within school or around the school grounds.

Child-on-Child Abuse

We recognise that child-on-child abuse can occur in any setting. With this in mind, we aim to prevent incidents occurring through the delivery of our curriculum. This provides developmentally appropriate PSHE and RSE which develops children's understanding of acceptable behaviour and keeping themselves safe. This helps in creating a culture where pupils feel able to share their concerns openly, in a non-judgemental environment, and have them listened to. Our curriculum also provides a robust online safety programme which develops children's knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking.

If an incident is reported, a member of the safeguarding team (DSL/Deputy DSL) will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected. The DSL/Deputy DSL will use their professional judgement to determine whether it is appropriate for alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required.

For more guidance please see our Child Protection Policy.

Use of Reasonable Force

School refers to the guidance released by the DfE in regard to the use of reasonable force. Links for this are provided on page 1 of this document.

Staff may use reasonable force as a last resort to prevent a child causing disorder, hurting themselves or others, or damaging property. Staff are trained in Team Teach Techniques.

Physical restraint must:

- Use minimum force for the minimum time necessary
- Maintain the safety and dignity of all involved
- Never be used as punishment
- Be recorded and reported to parents

Off-Site Behaviour

School rules apply on all off-site activities including trips and sporting events. Social media incidents that affect school or impact others during the school day will be investigated and appropriate sanctions applied. Misuse of school technology, accounts or platforms will be managed under this policy.

To be reviewed: July 2027

Appendix 1

Restorative Log

Name: Date: Parent/ Guardian involved:

What has happened? (teacher completes)

Who has been affected by your actions / how do they feel?

How will your parents / carers feel about this?

What needs to happen now?

Signed by:

Child:

Adult in School:

STAFF TO LOG THIS ON CPOMS