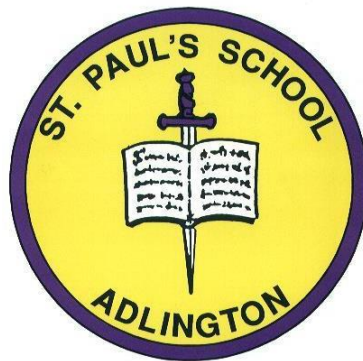


# Adlington St Paul's C. E. Primary School



## Behaviour policy and statement of behaviour principles

**Learning Together Following Jesus**

**Whatever you do, work at it with all your heart**

Colossians 3 v23

Christian values are the heartbeat of our school. Seeking to be respectful, responsible and empowering global citizens, we follow the word of St Paul, 'Whatever you do, work at it with all your heart' In this context, rejoicing in Jesus' love and compassion for all, we pursue excellence as we celebrate everyone's uniqueness in a broad, rich and balanced curriculum.

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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

**At Adlington St. Paul's, we pride ourselves in our Christian Distinctiveness and this underpins our behaviour policy.**

**Our Vision:**

**'Whatever you do, work at it with all your heart.' Colossians 3 v23**

1. Our children will be respectful, responsible and empowering global citizens who pursue excellence in all that they do guided by the learning and teachings of Jesus.
2. Our staff will be role models for our children, with high expectations for all children, celebrating their uniqueness and aiding them in their pursuit of excellence.
3. Our school will be a place where we celebrate everyone's uniqueness, children feel safe, loved and able to flourish in the presence of God.

**Our Mission Statement:**

**Learning Together Following Jesus**

We will ensure that our children pursue excellence and achieve well

We will empower our children to be respectful and responsible citizens of the world

We will create a culture of love and compassion for all

At St. Paul's we learn together, follow in Jesus' footsteps and work at everything we do with all of our heart.

**Our Aims:**

1. To provide a place where our Christian values and vision are the heartbeat and children can flourish spiritually, emotionally, socially and academically.
2. To provide a rich, broad, balanced and diverse curriculum that engages and challenges all learners in our school community enhanced with enrichment and extracurricular experiences to prepare them for life beyond St. Paul's.
3. To provide a safe and compassionate environment that excites and empowers all children and celebrates their unique qualities.

### Our Values:

Our Christian Values are the heartbeat of our school and are central to all our decision making and everything we do in school.

Our actions and choices are led by our Christian Values and we celebrate seeing these in action through our Values tokens and Faith the Bear.



## 2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons and at break and lunchtimes
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules

- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions

- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy in line with the Church of England policy.

## **5. Roles and responsibilities**

### **5.1 The governing board**

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **5.2 The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct

We have 3 simple school rules.

1. Ready
2. Respectful
3. Safe

Be **ready** to learn; attend school, understand my emotional and mental health wellbeing, take pride in myself and my appearance, my work and my school environment.

Be **respectful** of others and my school; polite and courteous to all members of my school community, behave, learn and work in a way that allows all children to do the same without distraction or harm, respect, understand and celebrate our differences.

Be **safe**; kind, thoughtful and caring in my work and my play with others ensuring school is a calm and safe place and be honest and truthful, taking responsibility for the things I may do or say.

**Follow Jesus' example** by demonstrating our Christian Values; Thankfulness, Perseverance, Trust, Justice, Service, Truthfulness, Generosity, Compassion, Courage, Forgiveness, Friendship and Respect.

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

- Verbal praise and recognition
- Dojo House Points – KS1
- House Points – KS2
- Merit Awards
- Friday Star of the Week Award
- Always Club – Above and Beyond Behaviour
- Christian Value Token class winners – Faith the Bear
- Positive Phone calls home/ Positive conversations / Positive notes
- Names/Photos moved along the coloured coded system (see next page for a more detailed explanation)



As a school, we are trained in the Attachment and Trauma approach and focus on 4 pillars; Protect, Relate, Regulate and Reflect.






We adopt the use of P.A.C.E. and have scripted dialogues and sentence stems to ensure a consistent, safe approach for all children and young people.

All classrooms have a calm corner, corridors, playgrounds and dining halls also have quiet, calm spaces.

Where appropriate, restorative follow up meetings will occur to maintain and develop positive relationships amongst staff and peers.

If needed, children will have access to an emotionally available key adult.

If improvements aren't seen, a child may be placed on report so that behaviour can be closely monitored and supported both in home and at school with appropriate support put in place for the child. SLT should be informed of this and should be present at the initial report meeting with parents.

Traffic Light	Behaviour	Adult Response	Actions/Consequences
 Gold Above and Beyond	Consistently modelling good behaviour Demonstrating a standout behaviour	Behaviours highlighted to peers and other adults within the school	Gold Certificate sent home at the end of the day to recognise 'Above and Beyond' behaviour
 Silver Exceeding Expectations	Good behaviour choices -helping another child -good manners -modelling good behaviour and setting a good example to others	Reinforcement and examples given of the good choices being made	Praise given
 Green Ready to Learn	Minimum expectation Following school rules: Ready Respectful Safe	Reinforcement and examples given of the good choices being made	Recognition given of following school rules and living out our Christian Values
 Yellow Time to Think	Distracting others Disrupting learning Not following adult instructions Unsatisfactory amount of work Moving around school unsafely Unsafe play (pushing/grabbing) Inappropriate use of language (name calling, swearing)	Clear reminders of expectations given linked to school rules Ready Respectful Safe  Positive choices to make (always give time to respond and at this point ignore secondary behaviours that may occur)  P.A.C.E.  Correct use of tone of voice and body language  Attune with the child and validate and accept their feelings  Show curiosity and empathy	Re-direction to whole class giving positive examples  Verbal warnings (in private)  Thinking Time (this may be in a calm corner)  Supportive actions to support child's behaviour in class  Chat with class teacher  Move peg (KS2) or picture (KS1) down or up depending on behaviour observed  Catch up on learning missed if appropriate
 Red Accept Consequences of my Actions	Repeated yellow behaviour and failure to comply with adult instructions Physical violence Unsafe/dangerous behaviour (throwing school equipment, climbing on school furniture/fences/gates) Inappropriate language or behaviour towards others, including targeting of others Defiance to comply with adult requests/ instructions Spitting	Clear verbal instruction to STOP the undesirable behaviour  Clear reminders of expectations given linked to school rules Ready Respectful Safe  Positive choices to make (always give time to respond and at this point ignore secondary behaviours that may occur)  P.A.C.E.  Correct use of tone of voice and body language  Attune with the child and validate and accept their feelings  Show curiosity and empathy	Appropriate yellow consequence (see above)  Parent contact by class teacher  Discussion with member of SLT  <b>Where relevant and appropriate, the following action may be taken;</b> <ul style="list-style-type: none"> <li>• Appropriate liaising with external agencies or professionals</li> <li>• Phone call home from the Senior Leadership Team</li> <li>• Suspension</li> </ul>



## 8. Behaviour management

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. All adults will be consistent, calm and positive at all times.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Promote an ethos, environment and relationship that protects children from harm and actively promote positive emotional and mental health development.
- Display and make reference to the school rules (Ready, Respectful and Safe) and coloured coded circles.
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines including non-verbal signals, visual timetables, now and next boards
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a clear, consistent plan for dealing with low-level disruption
  - Using positive reinforcement
  - Consistent use of language based around P.A.C.E.
  - Engaging in play during unstructured times

### 8.2 Use of Force to control and restrain pupils

Information from The Use of Force to Control or Restrain Pupils Guidance for Schools in England 2013 (updated 2015), can be found in Appendix 5. The publication 'DfE-Behaviour in Schools Advice for headteachers and school staff- September 2023' can also be referenced.

This guidance states:

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

#### Team Teach

Team Teach is training in positive behavioural support and guidance on the use of force in schools. It aims to safeguard all people working in schools and reduce the risk to all of the school community when children display hazardous behaviour. Team Teach supports a range of techniques, including guides, holds and restraints that have been risk assessed by independent experts. Team Teach has been used to devise the school's Positive Handling Plan which is created alongside parents and carers and focuses on the de-escalation that can occur so the use of force is the last option. Staff adopting Team Teach techniques will always consider whether the use of force is reasonable, proportionate and necessary to ensure the safety of others.

Training of staff within St. Paul's compliments our other identified training in this area. Key adults in school are Team Teach trained.

A positive handling template is provided in Appendix 4

### 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

A child's behaviour might be such that they have a specific personalised programme drawn up. Children could also have a Personal Handling Plan. Parents will be fully involved and external agencies where necessary.

The SENDCo / SLT will coordinate this. A child with identified social, emotional, mental health needs may have an individual education plan (IEP) and be on the SEND register

## 9. Exclusion

16. The Head teacher has the duty to maintain discipline and good conduct to secure an orderly learning environment. In furtherance of this, the Head teacher has the right to exclude children from school at her own discretion, either temporarily or permanently.

1. Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period.
2. A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.
3. The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.
4. The behaviour of a pupil outside school can be considered grounds for an exclusion.
5. The head teacher may withdraw an exclusion that has not been reviewed by the governing board.
6. Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.
7. The head teacher must take account of their legal duty of care when sending a pupil home following an exclusion.
8. When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen.
9. Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and

practices and the provision of auxiliary aids.

10. In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:
- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by

the Equality Act; • advance equality of opportunity between people who share a protected characteristic and people who do not; and • foster good relations between people who share a protected characteristic and people who do not share it.

These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues<sup>4</sup>.

11. The head teacher and governing board must comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.
12. It is unlawful to exclude for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting. However, a pupil who repeatedly disobeys their teachers' academic instructions could, be subject to exclusion.
13. 'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.
14. Maintained schools have the power to direct a pupil off-site for education to improve their behaviour. A pupil at any type of school can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority of the school. However, the threat of exclusion must never be used to influence parents to remove their child from the school.

Refer to <https://www.gov.uk/government/publications/school-exclusion> for further information.

## **10. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings, where appropriate the SENDCO will also attend this meeting.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **11. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as and when needed depending on cohorts.

Behaviour management will also form part of continuing professional development. A staff training log is available.

## **12. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and governing body every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body every year.

## **13. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti Bullying policy

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- Our environment is calm, safe and supportive, which children and young people want to attend and where they can learn and thrive.
- All pupils, staff and visitors are free from any form of discrimination; children and staff are aware of the 9 protected characteristics.
- Staff and volunteers always set an excellent example to children and young people.
- Pupils and staff flourish in safety and dignity.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy (included in this policy) explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are supported to understand their feelings and behaviours and take responsibility for their actions through our 4 pillared approach; Protect, Relate, Regulate and Reflect.
- Families are informed of behaviour incidents to foster good relationships between the school and pupils' home life to ensure that the pupil is supported, and their needs met.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body every year.

## Appendix 2:

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

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

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

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

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

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

### Appendix 3

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

The full guidance is available at [http://www.teachernet.gov.uk/doc/14800/4316\\_Use\\_of\\_force.pdf](http://www.teachernet.gov.uk/doc/14800/4316_Use_of_force.pdf)

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

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

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

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

Appendix 4



**Adlington St. Paul's**  
**Positive Handling Plan**



**Name:**

**Date of Plan:**

**Review Date of plan:**

Building Positive Relationships

What are the praise points for the child? (positives/things the child enjoys)

Diversions and Distractions

What can be used to divert or distract the child?

What are common triggers ? The immediate experiences that led to these thoughts and feelings?

What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
Child	Child	Child
Adult Response:	Adult Response:	Adult Response:



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De-escalation skills	Try	Avoid	Notes
Visual /verbal cue	<input type="checkbox"/>	<input type="checkbox"/>	_____
Giving space	<input type="checkbox"/>	<input type="checkbox"/>	_____
Reassurance	<input type="checkbox"/>	<input type="checkbox"/>	_____
Change of activity	<input type="checkbox"/>	<input type="checkbox"/>	_____
Negotiation	<input type="checkbox"/>	<input type="checkbox"/>	_____
A or B Choice	<input type="checkbox"/>	<input type="checkbox"/>	_____
Distraction	<input type="checkbox"/>	<input type="checkbox"/>	_____
Remind Consequences	<input type="checkbox"/>	<input type="checkbox"/>	_____
Planned ignoring	<input type="checkbox"/>	<input type="checkbox"/>	_____
Take up time	<input type="checkbox"/>	<input type="checkbox"/>	_____
Change of scenery	<input type="checkbox"/>	<input type="checkbox"/>	_____
Supportive touch	<input type="checkbox"/>	<input type="checkbox"/>	_____
Change of adult	<input type="checkbox"/>	<input type="checkbox"/>	_____
Success reminder	<input type="checkbox"/>	<input type="checkbox"/>	_____
Recognise and label feelings	<input type="checkbox"/>	<input type="checkbox"/>	_____
Proximity praise	<input type="checkbox"/>	<input type="checkbox"/>	_____
First/Then script	<input type="checkbox"/>	<input type="checkbox"/>	_____
Removing audience	<input type="checkbox"/>	<input type="checkbox"/>	_____
Others	<input type="checkbox"/>	<input type="checkbox"/>	_____

Any medical conditions to be taken into account before using Physical interventions?

### Physical Intervention

Assess the risk. Is the proposed action, necessary, reasonable and proportionate to the risk the child presents to themselves or others?

The child will be escorted to a safe space.

Team Teach Small child escort (1 staff member)

1. Cupped hands
2. Heal of palm on back or arm
3. Roll arms forward until elbows meet

Team Teach Figure Four escort ( 2 staff members)

1. Friendly guide
2. Caring C
3. Grip me

Walk quickly, bow to sit.

We are here for you to keep you safe. If you don't want to sit we can walk. (max 5 mins seated)

Walk to either safe space indoors or outside (ensure all gates locked and secure)

If escorted, complete Numbered and Bound Book located in headteachers office. Parents informed that child has been escorted. Incident also logged on CPOMS.

What does the behaviour look like?

Stage 4 Recovery	Stage 5 Depression	Stage 6 Restoration
Child	Child	Child
		1

Adlington St. Paul's C.E. Primary School

Adult Response:	Adult Response:	Adult Response:
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Parents/Carers:  
Teacher

Name:  
Name:

Reviewed: September 2023

Signed: Mrs J Burger

Headteacher

Next review date: September 2024







Adlington St. Paul's C.E. Primary School