

# **Brindle St James' CE Primary School**



## **Behaviour and Relationship Policy**

Reviewed 2026

Our Behaviour & Relationship Policy has been designed with the following principles at the heart of it.

- As a Christian school, the gospel underpins our approach to behaviour management with our school vision and values running through this as a golden thread.
- Every pupil understands they have the right to feel safe, valued and respected, and able to learn free from the disruption of others
- A golden thread of balance between restorative practice and rules, routines and consequences
- A second golden thread where all stakeholders understand their duty, in particular that the role of adults working directly with pupils is to instruct/ teach positive behaviours, develop positive relationships and believe in children that they can behave positively.
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the Behaviour & Relationship Policy
- The Behaviour & Relationship Policy is understood by pupils and staff
- The exclusions will only be used as a last resort, and the school follows statutory guidance relating to permanent and fixed-term exclusions.
- Pupils are supported to take responsibility for their actions
- The school seeks to work in partnership with families to support pupils where there are challenging behaviours
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.
- Advice and guidance from Department for Education related to use of reasonable force, physical touch and confiscation of items are followed consistently by all.

### **Introduction:**

At Brindle St James' CE Primary School, we strive to ensure that all children are treated fairly and feel happy, safe and secure. We strive to create an atmosphere where all children feel uniquely special and are able to understand, recognise, uphold and promote the values of generosity, independence, gratitude, friendship and love.

Brindle St James' CE Primary School is proud to be an inclusive school that meets the needs of a range of children- this includes those with complex family backgrounds as well as those with a range of special needs. We understand that many children need help to manage and articulate their emotions and need additional support to conform to our behaviour expectations and we strive to support them to achieve those aims. However, we also recognise that all children have a right to feel safe and secure in an atmosphere conducive to learning so this policy is designed to reflect the work we do, striving to ensure all our children can have the very best of starts in life.

We base our behaviour management on promoting our school rules and values, celebrating the positives and incentivising children to make the right choices and therefore improve their behaviour. However, clear and consistent sanctions will also be enforced as appropriate.

This Policy operates in conjunction with the following policies:

- Anti- bullying
- Child Protection and Safeguarding
- Equality Policy & Action Plan
- SEND Policy
- Teaching Learning & Assessment

### **Policy Aims**

- To create a safe and secure environment that promotes effective learning.
- To promote positive relationships between pupils, staff and our community.
- To encourage and support children to become well rounded, self- disciplined, respectful, moral and caring individuals.
- To provide both challenge and support to achieve high standards.
- To support the delivery of highly effective teaching that equips children with essential knowledge and skills to promote academic achievement and an appreciation of learning within a rich and relevant curriculum.

| <b>Our Rules</b>                                                                                                                                     | <b>Our Values</b>                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Be Honest</li><li>• Be Courteous</li><li>• Be Kind</li><li>• Be Respectful</li><li>• Be Persistent</li></ul> | <ul style="list-style-type: none"><li>• Generosity</li><li>• Independence</li><li>• Gratitude</li><li>• Friendship</li><li>• Love</li></ul> |

### **Roles and Responsibilities**

#### **The Head teacher will:**

- Implement the Behaviour & Relationship Policy, reinforcing the need for consistency throughout the school.
- Report to governors regarding the effectiveness of the policy
- Support staff when dealing with challenging behaviour and the law
- Be a positive role model
- Ensure the health and safety and welfare of all children
- Praise and encourage positive behaviour including rewards and celebration assemblies
- Ensure the promotion of the Rules and Values in and around school
- Ensure appropriate use of sanctions
- Work closely with parents /carers of children displaying challenging behaviours

**Staff will:**

- Plan and deliver effective lessons taking account of children's starting points
- Promote the school rules and values in and around school
- Reward and praise positive behaviour
- Offer the children choices and the chance to make the right decision
- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills
- Be a positive role model
- Inform parents/carers about the welfare and behaviour (positive as well as requires improvement) of their children through face to face conversations, Dojo messaging system or by telephone
- Follow the Behaviour & Relationship Policy consistently and report negative behaviour following the correct procedure
- Work in partnership with senior leadership to ensure all agreed strategies and actions are carried out including the use of individual Behaviour plans or Pupil Passports.

**Children will:**

- Follow the school rules
- Uphold the school values
- Be responsible for own actions and their impact on others.
- Learn to work cooperatively
- Accept sanctions and be willing to be reflective to change behaviours

**The Governing Body will:**

- Approve the Statement of Behaviour Principles to guide the design and review of the Behaviour & Relationship Policy
- Carry out its statutory duty relating to exclusions and disciplinary issues
- Review the effectiveness of the policy with the Head Teacher

**Communication and parental partnerships**

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in school, steps will be taken to inform parents. The class teacher will have the initial responsibility for this. Teachers will be responsible for reporting any early warning signs for behaviour and safety to members of the Senior Leadership team so strategies can be put in place and more formal steps can be taken.

The Behaviour & Relationship Policy is shared with Parents/Carers. Senior leadership, with the support of the wider team will strive to support and encourage parents to share the same aims of the school in promoting good behaviour. Where appropriate parents will be signposted to additional support where this is needed.

Where a parent is finding their own child's behaviour challenging at home, staff will engage in supportive discussions to help parents. Staff may have an occasional chat with a child to support parent's with their behaviour management, however, staff should not discipline children at school for behaviours parents have reported happening at home.

### **Our Positive Rewards and Celebration Ethos**

As a school there are multiple opportunities for children's achievements to be celebrated.

These include:

Rewarding a positive attitude towards learning

- Star of the week
- Growth Mindset leaves
- House points
- Stickers/ stamps
- Writer of the week
- Displaying work in the classroom or around school

Rewarding positive behaviour

- Silver star
- Gold star
- House points

Our weekly Celebration Assembly focuses on sharing many of these achievements, along with other achievements outside of school.

### **Consistency**

Consistency in managing behaviour is key. All staff need to know how to promote desirable behaviour, manage difficult or dangerous behaviour, and have an understanding about what that behaviour may be communicating. All staff should focus on de-escalation and preventative strategies rather than relying solely on reactive strategies.

Staff are encouraged to support one another to manage behaviour and monitoring of behaviour management is regularly carried out by the Senior Leadership Team (SLT).

All adults in school take responsibility for implementing the School Rules. As adults walk around the school they will always do the following:

- Frame positively when reminding children about behavioural expectations, e.g. 'We walk because it's safer'.
- Politely challenge a child who is in the school building at break/lunch times without an adult
- Deal with inappropriate behaviour directly, never walking past
- Discuss inappropriate behaviour with children and remind them of their obligations
- Intervene if children are talking to others in a disrespectful way
- Model and positively reinforce desirable behaviour
- Inform class teachers promptly of any inappropriate behaviour and how it has been dealt with

### **De-escalation and preventative strategies**

In all cases, the school's first aim is always to prevent undesirable behaviour and to de-escalate behaviour when it begins.

All teachers, teaching assistants and leadership staff are trained in Behaviour Management. The senior teachers are always available to be a source of advice and support to others when dealing with difficult or dangerous behaviour.

Part of preventing difficult or dangerous behaviour is understanding why it is happening, and often this can be achieved through discussion with children. If behaviour is persistent then a variety of tools may be used to support identification, including a weekly monitoring 'RAG' form or Anxiety Map to track behaviour across a day or week. An Antecedent/Behaviour/Consequence (ABC) form may be used to further analyse the trigger for a particular behaviour. Use of these forms is rare and only when behaviour is persistently difficult or dangerous.

## Our Stepped Approach

| Stage                                           | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Example conversation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Stage 0<br>Desirable behaviours<br>White        | Praise/ reward                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | I really enjoyed watching you ...<br>I felt proud of you when you did ...<br>Speaking to parents about positive behaviours.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Stage 1<br>REMINDER<br>White                    | Remind child of the rules<br><ol style="list-style-type: none"> <li>1. Point out how they are not following the rules (Label)</li> <li>2. Explicitly state what following the rule looks like (Teach)</li> <li>3. Tell them that you believe in them that they can do this (Believe)</li> </ol> This is a short conversation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | I have noticed that you are shouting out.<br>If you need to say something, please put your hand up and wait.<br>Your contributions are always excellent and it will be wonderful to hear them.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Stage 2<br>First warning<br>Green               | Explain that you have spoken to the child once about breaking the rules.<br><ol style="list-style-type: none"> <li>1. Explicitly model expectations again and remind of previous successes by repeating and enhancing stage 1.</li> <li>2. Warn that if they break the rules again then they will move to stage 3 amber.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | I have noticed that you are continuing to not follow my instructions of ...<br>This is what I need you to do ...<br>When you do this, it means that we all feel settled and you are safe which I know you can do.<br>If you continue to break this rule, you will need to move to stage 3 amber.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Stage 3<br>Reflection time<br>Amber             | For the <b>same disruptive behaviour repeated</b> <ul style="list-style-type: none"> <li>• Explain they have continued to break this rule so now they must miss 20 minutes at lunch time and complete a reflect sheet.</li> <li>• Repeat stage 1 to ensure they understand what the rule looks like.</li> <li>• Warn that if they continue to break the rules they will move to stage 4 for a senior teacher discussion.</li> </ul> For <b>repeated disruptive</b> behaviours<br>This is where the child has already received a reminder and first warning for one behaviour and then does a different behaviour. Professional discession should be used taking into account the age and understanding of the child. <ul style="list-style-type: none"> <li>• A reminder provided for the new behaviour</li> <li>• As they are already at the stage of first warning and have received a reminder, they will be moved immediately to this stage 3, reflection time.</li> </ul> For <b>difficult behaviour</b> (see example below) <ul style="list-style-type: none"> <li>• Complete stage 1 to ensure they understand what the rule looks like.</li> <li>• Child can be moved straight from white to stage 3, reflection time.</li> </ul> <b>Any child moved to stage 3 must have their details recorded in the behaviour book along with the completed reflection sheet for monitoring purposes by the person who placed them at this stage.</b> | I have noticed you are still not ready to do your work. You are breaking the school rule of being ready. You have been warned so now need to reflect at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you<br><br>You are continuing to break the school rule of being respectful. You need to think about the choice you have made during breacktime today. I will speak to you at lunchtime and you can complete a reflection sheet.'<br><br>The way you have spoken to me is disrespectful as you demanded that you go out for playtime. What you could have said is, please may I go out to play rather than help in the hall.<br>I know you can speak respectfully as you asked me if I needed any help last week. You will be moved to stage 3, reflection time, when I/ your teacher will speak to you about this. |
| Stage 4<br>Senior teacher discussion<br>Pre red | <ol style="list-style-type: none"> <li>1. Explain that they have been reminded and given 3 warnings, however their behaviour has still not improved. Explain that the consequence for this is that they will need to have a discussion with a senior teacher.</li> <li>2. Child should be brought to a senior teacher where their behaviour will be discussed. Warn that if behaviour does not improve, they will be moved to the red stage.</li> </ol> <b>Repeated disruptive or difficult behaviour</b><br>The senior teacher may escalate this immediately to stage 5 depending on the age and understanding of the child.<br><b>Any child moved to stage 4 must have their details recorded in the behaviour book along with the completed reflection sheet for monitoring purposes by the person who placed them at this stage.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | The senior teacher would have an indepth conversation with the child using the label, teach believe method. The child may spend time in the senior teachers classroom if it is felt this would deescalate a situation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                       |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Stage 5<br/>Headteacher<br/>Red</p> | <p>Explain that they must now spend time reflecting on their behaviour during the playtime section of lunch time or with a senior member of staff (generally the headteacher) and must think about how they have affected others and how they can start to put this right.</p> <p><b>Repeated disruptive or difficult behaviour</b><br/>May be automatically move to this stage.</p> <p><b>Dangerous behaviours</b><br/>Automatically move to this stage.</p> <p><b>Any child moved to stage 5 must have their details recorded in the behaviour book along with the completed reflection sheet for monitoring purposes by the person who placed them at this stage.</b></p> | <p>The Headteacher would have an indepth conversation with the child using the label, teach, believe method. The child may spend time in the Headteachers office if it is felt this would deescalate a situation.</p> |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Feedback to parents regarding the stepped approach

This behaviour system is developed to provide the child with the opportunity to improve their behaviours. Stage 1-3 are intended to allow children the opportunity to improve their behaviours. Parents will be spoken to regarding the stage their child is on the behaviour system if they reach stage 3 frequently or if they are move to stage 4 or 5. Stage 3 conversations will usually be had by the class teacher. Stage 4 coversations will usually be had by the senior teacher or class teacher. Stage 5 conversations will usually be had by the headteacher. Timely conservations with parents are important, and if a member of staff is unavailable to speak to a parent, it may be that a different staff member has this conversation if necessary.

## Examples of behaviour and response

| Examples of behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Desirable</b> <ul style="list-style-type: none"> <li>• Aiming high</li> <li>• Accepting challenge</li> <li>• Working together</li> <li>• Engaging in lessons</li> <li>• Listening well</li> <li>• Being kind</li> <li>• Looking after the school environment</li> <li>• Walking sensibly around the school building</li> </ul>                                                                                                                                                                                                                                                                                  | <p>Desirable behaviours will be recognised and rewarded in line with the Behaviour &amp; Relationship Policy including gold, silver, house points and positive praise.</p> <p>If behaviour is particularly outstanding parents may be contacted to share this.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Disruptive</b> <ul style="list-style-type: none"> <li>• Shouting out in class</li> <li>• Distracting others</li> <li>• Negatively impacting on the learning of other pupils</li> <li>• Talking in class</li> <li>• Failure to follow instructions</li> <li>• Entering school building needlessly at break/lunchtime</li> <li>• Showing a lack of care for school property</li> <li>• Disengagement in class</li> </ul>                                                                                                                                                                                          | <p>Managed by any member of staff and supported by class teachers:</p> <ul style="list-style-type: none"> <li>• Pupils are given a reminder (as outlined above).</li> <li>• If the behaviour continues they are moved to stage 1, reminder on the stepped approach.</li> <li>• If the behaviour continues then pupils will move to stage 2, first warning on the stepped approach.</li> <li>• If the behaviour then continues the pupil will be moved to stage 3 reflection time.</li> <li>• Pupils will generally be expected to apologise, at an appropriate time.</li> <li>• At the end of a day children should return to stage 0, desirable behaviours to provide them with a fresh start the next day.</li> </ul> <p>Reflection sheets will be stored in the folder in the staffroom.</p>                                                                                             |
| <b>Difficult</b> <ul style="list-style-type: none"> <li>• Rude or disrespectful behaviour</li> <li>• Persistent disruptive behaviour (see box above for definitions)</li> <li>• Refusal to do any work</li> <li>• Running out of class</li> <li>• Kicking out (not directly at a person)</li> <li>• Throwing objects (not directed at someone)</li> <li>• Pinching</li> <li>• Hitting out (not targeted at a particular person)</li> <li>• Spitting on the floor</li> <li>• Shouting/screaming at others</li> <li>• Inappropriate or abusive language</li> <li>• Damaging or destroying school property</li> </ul> | <ul style="list-style-type: none"> <li>• These behaviours would result in the child being moved immediately amber, time out.</li> <li>• Class teachers expected to make sure children attend for their reflection time.</li> <li>• Class teacher will be informed.</li> <li>• A note will be put into the behaviour log by the person who has moved the child to this stage.</li> <li>• Children will be expected to share their reflection sheet with a class teacher/ senior teacher.</li> <li>• Parents and carers generally not informed for a rare occasion but can be if class teachers feel it is appropriate or they are reaching this stage repeatedly.</li> </ul> <p>SLT will monitor and consider the issues and details around the child and their behaviour and further responses and support will be identified, if appropriate.</p>                                          |
| <b>Dangerous</b> <ul style="list-style-type: none"> <li>• Persistent difficult behaviour (see box above for definitions)</li> <li>• Spitting at others</li> <li>• Head butting</li> <li>• Targeted hitting or kicking</li> <li>• Throwing objects at a person</li> <li>• Threat to use weapons</li> <li>• Use of weapons</li> <li>• Running away outdoors and in public places</li> <li>• Attempting to leave the school premises</li> <li>• Damaging or destroying school property or attempting to.</li> <li>• Racist, homophobic or prejudicial language</li> </ul>                                             | <p>Often, dangerous behaviours, such as kicking or hitting out, appear without significant warning. When dangerous behaviours occur, it would not be appropriate to follow the warning system.</p> <p>The safety of all members of the school community need to be paramount (including the child themselves) and any action needs to ensure this:</p> <ul style="list-style-type: none"> <li>• The child should be immediately separated from other children and a member of the SLT needs to be informed and attend the situation.</li> <li>• Again, SLT will consider the issues and details around the child and their behaviour and further responses, including support, identified.</li> <li>• Due to the serious nature of the incident, the full range of consequences, including Fixed Term Exclusions (or the warning of a Fixed Term Exclusion), will be considered.</li> </ul> |

### **Display of stepped sanctions**

Children will be told verbally where they are on the stepped sanction scale. This will no longer be displayed for all to see. It will be kept within a cupboard so that any staff member is able to view where a child is on the stepped approach and continue to apply a consistent approach.

### **Outside the school gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Head teachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable'. Any non-criminal bad behaviour and bullying which is witnessed by a staff member, or reported to the school, will be dealt with in the same way as if on school premises when a child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing the school uniform or is in some way identifiable as a pupil from Brindle St. James'

### **Reflection time**

It is important that staff follow this guidance when a pupil is to take part in reflection time to provide consistency and for it to be effective.

- Always carried out by the class teacher
- Carried out in the library with a staff member in the staffroom so that the child is monitored. If the library is unavailable as classroom should be used but the child must be supervised.
- Children in juniors told that they are expected to report to the class teacher after they have eaten their lunch. Infant children encouraged to do this but may need more prompting.
- If the child does not arrive for reflection time (in any year group), the class teacher should remind them.
- Child asked by the teacher to recall why they are having a reflection time. If they do not know, explain to them.
- Then asked the child what should they have done instead of that behaviour. If they do not know, explicitly tell them.
- Finally, believe in them by telling them that you believe that they can make the right choice moving forward.
- Child to complete the standard reflection sheet for year 2 – year 6 and reflect. Total time of 20 minutes to allow for playtime at the end.
- Child to reflect by having quiet time and a sand timer for between 5 and 10 minutes at the teachers discretion dependent on the child's age and ability to focus.
- Class teacher to read the sheet together with the child. Provided that they have understood and completed this correctly, the incident should not be recapped but your belief in them should be reiterated. If the sheet shows they have not fully understood, each section should be recapped finishing with your belief in them.
- Class teacher for EYFS and year 1, ask the child to explain what they did wrong, what they should have done and finish by believing in them to make the right choice.

### **Additional Support for Persistent Challenging Behaviour**

The vast majority children respond positively to the rewards and sanctions system in school and behaviour remains positive. However, some children for a variety of reasons, need further support to amend their challenging behaviours over time. Escalation of sanctions without corresponding support is usually ineffective. The school tailors its approach to the

individual circumstance of each child in partnership with parents/ carers and any appropriate support agencies. Support strategies may include :

- An Individual Behaviour Plan with clear personalised sanctions and rewards
- Use of a report card to monitor behaviour and celebrate success
- Referral to our Special Educational Needs and Disabilities Coordinator for tailored support
- Referral to relevant external agencies or alternative provision such as OPUS or INSPIRE to address individual needs
- Regular meetings with parents to discuss progress

### **Confiscation of inappropriate items**

As part of the general power to discipline, the law permits a member of staff to confiscate, retain or dispose of a pupil's property as a punishment. At Brindle St. James', if items are confiscated, they are to be kept in the Head teacher's office. The Head teacher will make the decision whether to dispose of the items or contact parents to come into school to reclaim them.

Children are not allowed to have mobile phones in school.

Staff can search for 'prohibited items' without consent. These include:

- a) Knives and weapons
- b) Alcohol
- c) Illegal drugs
- d) Stolen items
- e) Tobacco and cigarette papers
- f) Pornographic images
- g) Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- h) 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 in to the police.

### **Special Educational Needs**

Pupils who have been identified as having a Special Educational Need with associated behaviour challenges will be given appropriate support, promote and model appropriate classroom behaviour designed, discussed and shared with the pupil and staff (Pupil profile). The SENDCO will ensure that Pupil Profiles for all children including those with an Educational Health and Care Plan (EHCP) are reviewed and any outside agencies are fully involved as necessary. In circumstances where behaviour is particularly challenging, the headteacher may decide to implement a behaviour plan with appropriate targets and meetings with parents.

### **Exclusions & Suspensions**

In exceptional circumstances, where a child's behaviour is not responding to the additional support offered and escalated sanctions and all appropriate advice has been sought from relevant professionals, then a fixed term exclusion may be enforced. However, a single incident of such severity that the health and safety of pupils or staff is at risk, may also generate an immediate fixed term suspension. Where a child is at risk of permanent exclusion, the school will work with all stakeholders to seek to minimise this risk. In exceptional circumstances where multiple fixed term suspensions have been issued or a

single act of behaviour is of the severest nature then a permanent exclusion would be considered by the head teacher seeking advice from the school advisor.

### **Playtime, Lunchtime, Out of Hour Clubs & off site visit Arrangements**

Our supervision staff are a much valued part of our school team and are made up of those who work specifically as playtime/lunchtime/out of hours support staff and those who also have other roles in school. We strive for our provision to offer the best experiences for our children from the food they eat, the dining experience in the school hall and also out on the playground. The lunch staff work in partnership with the teaching staff and ensure that good behaviour is celebrated and poor behaviour is identified and reported.

- Stage 3 (reflection) should be referred to the out of hours club manager or reported to the class teacher at the end of break. The club manager should report any stage 3 behaviours to the class teacher for monitoring purposes.
- If physical aggression has taken place, then it is reported to a class teacher immediately.

During the lunchtime and out of hours, staff may ask children to take time out by standing to the side of the playground or walking round with a staff member as most appropriate to address any incidents not requiring immediate support from Senior Leadership (during indoor play children would be asked to take timeout within the classroom as most appropriate).

Children who persistently misbehave during out of hour clubs, at lunch time or during an off site visit may be required by the Headteacher to go home during this period. Out of hours club staff should speak to the club manager regarding any behavior of concern.

### **Bullying (See separate anti-bullying policy):**

Anti- bullying messages are reinforced through our overall ethos and throughout the curriculum as specific topics. Our Golden Rule 'to be kind' is widely promoted and reinforced. Any issues of bullying are dealt with in accordance with our anti- bullying policy.

### **Agreed procedures for addressing unacceptable behaviour by parents or visitors**

As a provider of education, we endeavour to foster a close working relationship with the wider community as we believe that it benefits the young people in our care. We particularly welcome parental/community contact with the school as we believe that working with parents and the community provides the strongest educational experience for our children.

Visitors to the school are required to adhere to the same code of values outlined in this policy, and to be aware that any threatening behaviour, verbal or physical, directed towards any member of the school community is completely unacceptable, and will not be tolerated.

Any member of staff who feels that a visitor to the school site is in breach of this guidance has the right to request that the visitor leaves the premises. In such situations a member of staff should report the situation, or request assistance from a senior colleague, at the earliest opportunity. The senior colleague will review the context of the situation, and will base any decisions or further action accordingly.

### **Protecting Children from Physical Harm And the Use of Reasonable Force**

In exceptionally rare circumstances where a child's behaviour is putting themselves or others at risk of bodily harm and they have failed to respond to requests to stop then it may be necessary for an adult to physically intervene e.g where 2 children are fighting. Again in very rare instances where a child refuses comply with an instruction e.g. to leave a

classroom or come in off the playground, after all other available methods have been employed then they may be physically removed where it is deemed safe to do so. In all such circumstances the school follows guidance set out in Department of Education “Use of Reasonable force- Advice for head teachers, staff and governing bodies” July 2013. Should a child require this more than once, key staff must be trained in the Team Teach techniques and call for when required.

### **Use of Physical Touch**

Government guidance is that schools DO NOT adopt a no touch policy as ‘there is a real risk that such policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm’ Department of Education “Use of Reasonable force- Advice for head teachers, staff and governing bodies” July 2013.

Also the document states:

*It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.*

*Examples of where touching a pupil might be proper or necessary:*

- *holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school*
- *when comforting a distressed pupil*
- *when a pupil is being congratulated or praised*
- *to demonstrate how to use a musical instrument*
- *to demonstrate exercises or techniques during PE lessons or sports coaching*
- *to give first aid.*

At Brindle St James’ CE Primary School, we follow this guidance for the protection, safety and wellbeing of both pupils and staff.

### **Confiscation of Inappropriate Items**

To comply with the law Brindle St James’ CE Primary School follows this DFE guidance:

***Searching, screening and confiscation Advice for headteachers, school staff and governing bodies February 2014***

The law allows school staff to confiscate, retain or dispose of pupils’ property as a punishment, provided it is reasonable in the circumstances

The most common use of this is where a child is distracted from their learning by fiddling with an item belonging to them which staff will usually remove and return to the child at the end of the day but this may vary depending on the age of the child. However, in the exceptional circumstance that a child is suspected of bringing prohibited items to school, staff have the power to search to confiscate such items. Prohibited items listed in law are as follows:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offense, cause personal injury or damage to property
- any item banned by the school rules which has been identified by the school as an item that may be searched for.

### **Malicious Allegations**

At Brindle St James' CE Primary School, allegations of abuse will be taken seriously and acted upon in a fair and consistent way as set out in our Child Protection and Safeguarding Policy. Where allegations have been proven to be malicious the Headteacher in consultation with the governing body will enforce appropriate sanctions as appropriate to the context.