

St. Mary's Catholic Primary School & Nursery, Chorley

Behaviour Policy



Reviewed September 2025
Next review September 2026

1 Mission Statement

With Christ, we live, love, learn and grow.

2 Aims

To encourage acceptable standards of behaviour, which promote respect for people and property, and develop patterns of behaviour which will be suitable throughout life. Within the school, these standards will contribute to effective learning and to a harmonious atmosphere, in keeping with our mission statement.

3 Context

This policy sits within a group of policies, which are there to keep the school community safe, and in promoting the best possible environment for learning. These include:

- Safeguarding Policy
- Anti-bullying policy
- Attendance Policy
- Equalities Policy
- Health and Safety Policy
- SEND Policy

4 Bullying

The school works to prevent bullying by educating the children about what bullying is, what to do if children feel they are being bullied and whom they can speak to. The school is active in addressing incidents of bullying and works to support victim and perpetrator. See anti-bullying policy.

5 Child-on-child abuse

Child-on-Child abuse is defined as abuse between children under 18 years of age. St Mary's Catholic Primary School & Nursery has a **zero-tolerance approach to abuse**, including child-on-child abuse.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

The school's procedures for managing allegations of child-on-child abuse are:

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- If child-on-child abuse is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the head teacher or other member of the SLT.
- Then the head teacher or other member of the SLT will interview all concerned and will record the incident on CPOMs and Anti- Bullying File if appropriate.
- Class teachers will be kept informed
- Sanctions will be used as appropriate and in line with the behaviour policy
- Parents will be informed.

Staff will follow these procedures, as well as the procedures outlined in the school's Anti-Bullying Policy where relevant.

St Mary's Catholic Primary School & Nursery and DSLs will consider:

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

6 Rules

The school's rules are based on the Catholic Christian values it seeks to promote e.g. gentleness, respect, humility, truth and so on. The values are displayed prominently in the front entrance. Each week the school focuses upon and explores a different value.

There are general rules of behaviour:

- Be kind to others
- Show respect to each other
- Look after property
- Keep the classroom tidy
- Listen to the adult and each other
- Walk around school, don't run
- Put hand up to speak
- *Show me 5* (means everybody stops and looks at adult)

At the start of the year class teachers involve the children in drawing up a class charter, which clarify and explain these rules at an age-appropriate level.

There are also specific rules related to the dinner hall and the playground – see appendices 5 and 6.

7 Behaviour strategies and teaching of good behaviour

We hope to achieve these aims through the following objectives:

- A. *Improve and maintain standards, through increased self-discipline of all members of the school community.*

This will be achieved in the following ways:

From staff

1. Awareness that they are role models for pupil behaviour.
2. Providing opportunities for discussion of acceptable norms.
3. Demonstrating in their relationships with the children that each individual, their efforts and achievements are valued.
4. Valuing children's achievements and efforts.

From children

1. Children will be involved in the drawing up of an annual class charter that they will sign.
2. Being made aware of the need for codes of conduct within the school and the wider community. This will be achieved through discussion opportunities and day-to-day interaction.
3. Being encouraged to develop self-discipline by:
 - Being polite and courteous in all aspects of school life
 - Having consideration for others and reflecting on the results of their actions
 - Being open and honest when confronted by their actions
 - Showing good manners e.g. when eating lunch
 - Being encouraged to value their own efforts by presenting work to their own highest possible standard.

B. To create an atmosphere of respect and trust.

From adults

1. Open discussion of any areas of concern will be encouraged amongst all adults within the school.
2. Regular opportunities for liaison between support staff and teaching staff as appropriate and meetings with the Head teacher or Deputy or other senior member of staff as appropriate.
3. Approach behaviour which challenges with a calm and controlled, firm manner, give the children the opportunity to calm down before discussion.
4. It is the responsibility of every member of staff to contribute to the maintenance of good behaviour in class and around the school.

Between adults and children

1. Children will be encouraged to discuss their concerns with any member of staff. If concerns are related to safeguarding, the member of staff will report to the designated safeguarding lead.
2. Children will be given the opportunities to be placed in positions of trust and will be expected to take on appropriate responsibilities. Class council / school council meetings will take place regularly. Executive committee and school council will be made up of house captains and deputies from Year 6 plus two elected class representatives from each of Years 1 to 6. Play leaders will, on a rota basis, organise playground games and activities at morning break and lunchtime.
3. Children will be expected to use an adult's full title, e.g. Mr_____, Mrs_____, Miss_____, when addressing them.
4. Children will be expected to demonstrate courtesy to adults and children throughout the school day.

Between children and children

1. Pupils will be expected to empathise with other points of view during discussion situations.
2. They will be encouraged to respect the feelings of others and respond appropriately.

Children and property

Children will be taught to take care of school property and that of others.

C. Develop an agreement with parents to assist us in achieving our aims by their interest and support.

This will be achieved by:

1. Home - School agreement which sets out roles and responsibilities of parents, school and pupils.
2. Making them aware of our behaviour policy, with copies given to parents on their child's admission to school and thereafter available to view in school and on the school website. Creating an atmosphere in which parents can feel confident in approaching the school with any areas of concern and dealing with these worries at the earliest opportunity.
3. Providing occasions for regular verbal and written reporting on pupil achievement and behaviour. Ensuring that if a child's standard of behaviour or performance are not satisfactory, parents are invited to discuss the matter at the earliest opportunity.
4. Expecting parental support in upholding any remedial action that may need to be taken.
5. In the unlikely event of non co-operation and continued adverse behaviour, informing parents of the enforcement of accepted procedures.

8 Roles and Responsibilities

Governing Body

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

Headteacher

The headteacher is responsible for developing the behaviour policy in the context of this framework. S/he must decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy includes measures to prevent all forms of bullying among pupils. The headteacher publicises the school behaviour policy, in writing, to staff, parents and pupils at least once a year on the school website.

Teachers/ Teaching Assistants

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

Parents

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

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

9 Rewards and Sanctions

See also appendices 2, 3 and 4 'Behavioural Procedure Posters' for each key stage

REWARDS

- a) At Key Stage 2 a system for rewarding positive contributions of all kinds with house points is in operation. The house achieving the highest number of points in a half term is suitably rewarded during junior assembly and the highest achievers in the other houses.
House points are to be awarded on a sliding scale. A minimum of 1 to a maximum of 5 house points can be given for any one event – 5 typically given for something exceptional.
- b) Children from Nursey to Y6 are rewarded with *Class Dojos*, an online rewards and sanctions program. In EYFS and KS1 the child who collects the most *Dojo* points in a week is the *Dojo* Champion. In KS2, *Dojo* points are converted to house points. Parents are made aware via alerts when their child is awarded points.
Dojos are to be awarded on a sliding scale. A minimum of 1 to a maximum of 5 house points can be given for any one event – 5 typically given for something exceptional.
- c) Praise and public acclaim - within class and at school assemblies.
Sharing success - acknowledging good work produced within school, extra- curricular achievements and leisure activities at school assemblies.

SANCTIONS

A list of agreed sanctions is included. The list is not exclusive and can serve as a guide. If alternative sanctions are to be used they must first be discussed with the head teacher or deputy.

<u>Unacceptable Behaviour</u>	<u>Sanctions</u>	<u>Responsibility</u>
CLASSROOM		
Disruptive behaviour in class	See procedure attached appendix 2. Receive 1 st , 2 nd and 3 rd warnings Time out from the group. Complete reflection sheet. Miss playtime - work in agreed supervised area. Complete unfinished work at home. Contact home	Class teacher. If persistent reported to Head teacher or Deputy Head

LUNCH HALL		
Poor table manners/unruly behaviour at lunch	Wait until last to be served. Miss the rest of playtime Given an appropriate job Be re-seated temporarily or permanently.	Welfare assistants but reported to class teacher and then to head teacher or deputy head as appropriate.
PLAYGROUND		
Unruly playground behaviour	See procedure attached appendix 2. Receive 1 st , 2 nd and 3 rd warnings. Stand by wall.	Duty adult reported to Head teacher or Deputy Head
Fighting in playground	Immediate intervention by adult Cooling off period - stand against playground wall Fill out think sheet Miss playtimes, football, etc. Discussion and apologies	Duty adult reported to head teacher or deputy head
GENERAL		
Lack of respect for others' property	Recompense to be made Incident recorded in anti-bullying log if require	Class teacher
BULLYING		
Bullying (physical and verbal)	Staff member to refer to anti-bullying policy. Information gathering from all parties Contact both sets of parents Removal of privileges if appropriate. Opportunities for reconciliation Parental involvement Planned individual behaviour modification programme Exclusion	Class teacher, head teacher or deputy head
OUT OF SCHOOL ACTIVITIES		
Unacceptable behaviour whilst taking part in out of school activities	Removal from activity for an agreed period or exclusion from next event/ visit	Reported to head teacher or deputy head
Persistent unacceptable behaviour whilst taking part in out of school activities	Removal from activity for extended period/indefinitely Parental involvement	head teacher or deputy head

Racial/discriminatory abuse (see Single Equalities Policy)	All incidents logged on CPOMS and discussion with parents Discussion between all parties Opportunities for reconciliation Parental involvement Exclusion	Reported to head teacher or deputy head and inform governors
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Recording incidents of bad behaviour

Staff can use CPOMS to log incidents of bad behaviour. If necessary, staff should also verbally inform HT or DHT/ AHT. All serious incidents will be recorded on CPOMS. Children will be asked to reflect on the bad behaviour: what it was they did and what they could do next time. This could be in the form of a 'think sheet' which will be discussed with head teacher/deputy. Parents will be informed of the incident by class teacher, deputy or head teacher.

Sanctions – conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. This includes misbehaviour online particularly if it impacts on pupils in the school (see p32 of DfE 2024 publication, *Behaviour in Schools Advice for headteachers and school staff*). Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.' The school will respond to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school using the sanctions above as a guide. Subject to the policy, the teacher may discipline for any misbehaviour when the pupil is:

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

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

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

10 PERSISTENT, UNACCEPTABLE BEHAVIOUR

Persistent, unacceptable behaviour will result in some or all of the following:

- Formal meetings with the parents
- Formal monitoring strategies put in place, e.g., behaviour chart, contract
- *Individual Behaviour Plan* created
- Behaviour diary with planned meetings with parents and staff
- Contacting external behaviour support services if necessary, e.g. LCC Specialist teachers, Chorley Inclusion Support Services, Golden Hill Pupil Referral Unit and Inclusion Support Team, SEND services, School Nurse, IEST, CISS

If the behaviour does not improve then the option of "fixed" term exclusion may arise.

At all times, the school will seek to work with parents to resolve any problems so that exclusion is avoided. However, continuous, unacceptable behaviour could result in fixed term exclusion for a given period of time.

In exceptional circumstances, fixed term exclusion may be given immediately. Following this, an Individual Behaviour Plan to help the child improve their behaviour may be put in place. This may involve working with other support agencies such as an educational psychologist, specialist teacher, attendance consultant and appropriate behaviour support agencies e.g. Chorley Inclusion Support Services, Golden Hill Pupil Referral Unit and Inclusion Support Team. The school will always consult on national and local authority guidelines on exclusions.

Definitions

<i>Fixed Term Exclusion:</i>	If a child continually misbehaves, disturbing his/her own and other pupils' education he/she will be subject to a fixed period of exclusion. The child will be allowed back into school after an interview with the parents, child and head teacher. From this will be the clear understanding that his/her behaviour must improve.
<i>Permanent Exclusion:</i>	The school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which the head teacher may decide to permanently exclude a pupil for a 'one-off' offence.

Parents have the right to make representations to the governing body about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent review panel. Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion. It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

TAKING ACCOUNT OF INDIVIDUAL PUPIL NEEDS

At St Mary's we take account of a range of individual pupil needs when developing and implementing our behaviour policy. We take account of pupils with special educational needs (SEN) or disabilities, but also of the needs within certain other groups defined by Ofsted[1] as 'at risk' within the education system:

- minority ethnic and faith groups, travellers, asylum-seekers and refugees
- pupils who need support to learn English as an additional language (EAL)
- children looked after by the local authority
- sick children
- young carers
- children from families under stress
- any other pupils at risk of disaffection and exclusion

Equality Act 2010

In dealing with issues of behaviour, school does not discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. School will actively avoid any other prohibited conduct in regard of the act.

11 Searching, Screening and Confiscation – see appendix 7 for more details.

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

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. Confiscated items must be returned to parents/ carers.

1. When searching, always seek consent in the first instance. There is power to search without consent for 'prohibited items' including (see detailed guidance in appendix 7):
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen items
 - e. Tobacco, cigarette papers, vapes
 - 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 indecent images of children must be handed to the Police. Otherwise it is for the teacher to decide when to return an item. Staff will speak with headteacher or deputy headteacher if advice is needed. **Force CANNOT be used to search for these items.**

General points from advice around 'searching' pupils from updated advice, September 2023 – see appendix 7 for more detail.

- Under common law, school staff have the power to search a pupil for any item if the pupil agrees.
- The search should be undertaken by a person of the same sex and witnessed by another member of staff.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- A member of staff may search a pupil's outer clothing, pockets, bags, desks or lockers provided the pupil agrees.
- The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

Members of staff should not conduct a strip search. This must be conducted by the police and witnessed by an appropriate adult. There must be just cause to request a search by police.

12 Use of Reasonable Force

At St Mary's we act on the advice given in the DfE document *Use of Reasonable Force –Advice for headteachers, staff and governing bodies* July 2013.

St Mary's does not have a 'no-contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil or prevent them from taking action needed to prevent a pupil causing harm.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases, it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

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

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:

School may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

School cannot:

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

In the use of reasonable force, the school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Can force be used on pupils with SEN or disabilities?

Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

13. School Support Systems

Supporting staff in behaviour management

There is a very experienced, well-trained staff at St Mary's, who manage behaviour well. When there is behaviour presented which challenges the expertise at hand, the school seeks support, advice and training from outside agencies e.g. LCC specialist teachers, the LCC Inclusion Engagement Support Team and Golden Hill Inclusion Support Team. At times, CPD opportunities are provided for example in training lunchtime welfare staff in promoting positive lunchtimes. At times, the school pairs up experienced staff with less experienced staff in managing specific types of behaviour.

The school approach to pastoral care for staff accused of misconduct is guided by advice and policies from KCSiE Sept 2025 pt 4 and from LCC HR procedure:

Dealing with allegations of abuse against staff

The County Council commends the use of the DfE's guidance for dealing with allegations of abuse against staff:

Keeping Children Safe in Education 2024 - Part 4 of this document relates to all adults working with children and young people, whether in a paid or voluntary position, including those who work with children on a temporary or supply basis.

When an allegation of abuse is made against a member of staff, school will contact the safeguarding team at LCC and potentially LADO. The school will also contact the LCC Human Resources Team, to discuss the allegation and whether the member of staff should be suspended from work. An individual should only be suspended if there is no reasonable alternative.

Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

If an allegation of abuse is made against a member of staff in school, the member of staff will be provided with a copy of the following document, which is intended to provide a broad overview of some of the key issues the employee may wish to understand, and also to signpost them to appropriate information, advice and support:

<https://schoolsportal.lancsnqfl.ac.uk/modules/clicksuite/clickweb/media/doc.asp?id=147225>

In addition, sections 31 and 32 of the School Child Protection and Safeguarding Policy deal with safer schools/safer staff, including how allegations are managed.

It is important that a clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on a person's confidential personnel file, and a copy provided to the person concerned. The purpose of the record is to enable accurate information to be given in response to any future request for a reference if the person has moved on. It will provide clarification in cases where a future DBS Disclosure reveals information from the police about an allegation that did not result in a criminal conviction. It will also help to prevent unnecessary reinvestigation if, as sometimes happens, an allegation re-surfaces after a period of

time. The record should be retained at least until the person has reached normal retirement age or for a period of 10 years from the date of allegation if that is longer.

14 Consultation, monitoring and evaluation

This policy has been reviewed and updated over a number of years and reviewed by staff and governors annually.

15 Complaints Procedure

The school's complaints procedure can be found on the school website or provided in hard copy form the school office.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension is not be an automatic response when a member of staff has been accused of using excessive force. School will refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- School will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact who can provide support.
- The Governing Board will always consider whether the staff member has acted within the law when reaching a decision on whether or not to take disciplinary action against them.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff

GENERAL PROCEDURES

1. Orderly conduct at all times. Classes will move around the building in orderly lines on the left-hand side of the corridor, closely supervised by the teacher (supervising adult).
2. Children must walk at all times inside the school building.
3. All staff will uphold disciplinary procedures as and when necessary.
4. All staff will use ‘show/give me five’ as universal sign for requesting silence and listen to the adult in class and in the yard. Staff member will hold up palm of right hand and children will respond by holding up their right hands silently. See appendix 1

5. Staff will ensure that there is a good working atmosphere in all areas of the school.
- 6. Children will never be left unsupervised.**
7. At wet playtimes infant teachers and support staff will take their break at different times so that each class is fully supervised. Junior children will be supervised in their own classrooms by their class teacher.
8. At lunch times in the dinner hall children should:
 - Remain seated until directed to leave by welfare staff.
 - Show excellent table manners.
 - Use *indoor* voices.
 - Demonstrate good manners to welfare staff.
9. No sweets to be allowed in curriculum time.
10. No chewing gum to be brought into school.
11. No toys to be brought into school, unless specifically asked to do so by the class teacher.
12. Children must not bring tablets or medicine, apart from inhalers, to school. If medicine is required the parent should make an appointment to administer it themselves.
13. Certain areas of the school will be prohibited to the children:
 - i. PE cupboard
 - ii. Stock room, stock cupboards.
 - iii. Caretaker's rooms
 - iv. Boiler house
 - v. Ladies toilet
 - vi. Staff room
14. In order to encourage a corporate identity and sense of pride, children will be strongly encouraged to wear the accepted uniform, which should be labelled. All staff will encourage children to abide by the uniform and dress guidelines.
 - PE kit, consisting of shorts, T-shirt and pumps should be in a labelled bag. Trainers are allowed for outdoor PE sessions.
 - Jewellery should not be worn e.g. ear rings, wrist adornments etc. Children may wear watches which are removed during PE.
 - Sensible shoes should be worn, i.e. easy fastening, low heels - not trainers, plastic or fashion shoes.
 - Nail varnish should not be worn and children are encouraged not to wear hair adornments.
 - Long hair should be worn up to minimise risk of head lice infection.
 - Children should take responsibility for and have pride in their appearance e.g. by having their shirts tucked in.
15. The electronic bell will sound to signal the beginning and end of the school day and the beginning and end of playtimes and lunch. A hand bell may be sounded at other times.
16. In the *infants (Reception and KS1)* and *juniors (KS2)*, at the start of the school day children can enter their classroom from 8.45am. At playtimes and lunch, children will stand still after the bell has

been sounded and wait to be directed to their line by the duty teacher. They will be met by their class teacher.



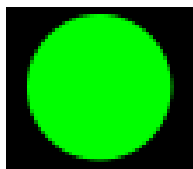
When an adult
shows signal

Give me Five!

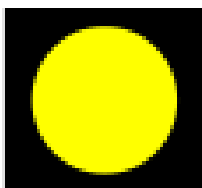
We must have:

1. Eyes looking
2. Ears listening
3. Lips closed
4. Hands still
5. Brain ready

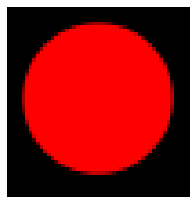
Everyone on Green!



Warning



Negative Dojo and contact with home



See Mr Smyth or Mrs Nicklin

Physical or
discriminatory
behaviour will be
straight to Negative
Dojo and see SLT.



Chorley St. Mary's Catholic Primary and Nursery

Behavioural Procedure – KS1



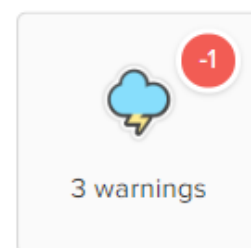
Gentle Reminder

1st Warning

2nd Warning

3rd Warning – Negative Dojo

Missed Playtime and 5 minute reflection activity



Removal to another class

See Mr Smyth or Mrs Nicklin

Contact with home

Physical or
discriminatory
behaviour will be
straight to Negative
Dojo and see SLT.



Appendix 4

Chorley St. Mary's Catholic Primary and Nursery

Behavioural Procedure – KS2

Gentle Reminder as a 1st Warning



2nd Warning

3rd Warning is a Negative Dojo

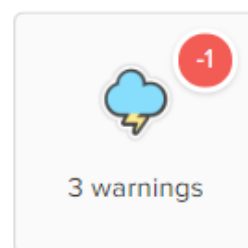
5 minute reflection activity completed at the time

Miss the next playtime

Removal to another class

See Mr Smyth or Mrs Nicklin

Contact with home



Physical or discriminatory behaviour will be straight to Negative Dojo and see SLT.



We line up calmly

We don't push in



We walk carefully

We don't run



We speak quietly

We don't shout



We keep our table clean

We don't want to make a mess



We are polite to everyone

We are not rude



We use good table manners

We don't speak with our mouths full



Chorley St. Mary's Catholic Primary and Nursery

Playground Rules

We are gentle

We don't hurt others



We are kind and helpful

We don't hurt anyone's feelings



We play well with others

We don't spoil others' games



We care for the playground

We don't damage or spoil anything



We listen

We don't interrupt



We are honest

We don't cover up the truth



Appendix 7 Searching, Screening and Confiscation

In July 2022, the DfE published revised advice on Searching, Screening and Confiscation (Advice) in the wake of the media attention surrounding the 'Child Q' case.

Under Article 8 of the *Human Rights Act 1998*, pupils have a right to respect for their private life, which means they can expect a reasonable level of privacy at school. This right is not absolute, but any interference with it by the school (or other public body) **must be justified and proportionate**.

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

The search should be undertaken by a person of the same sex and witnessed by another member of staff.

There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency;
- and in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

A member of staff may search a pupil's outer clothing, pockets, bags, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

A member of staff is able to search lockers and desks or other personal spaces at the school for any item **provided the pupil agrees**. Schools can make it a condition of having the locker or space that the pupil agrees to have these searched. If the pupil withdraws their agreement to search, a search may be conducted both for the prohibited items listed and any items identified in the school rules for which a search can be made. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Members of staff should not conduct a strip search. This must be conducted by the police and witnessed by an appropriate adult. There must be just cause to request a search by police.

If a pupil refuses to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy.

If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified in paragraph 3, but not to search for items which are identified only in the school rules - Note the list of prohibited items – **no vapes or mobile phones!**

Mobile phones / devices can be confiscated if it is believed to contain pornography or indecent images of children. Staff should not view this content but give the device to the DSL.

If the member of staff considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time, the pupil should be supervised and kept away from other pupils.

School staff may wish to consider using CCTV footage to decide whether to conduct a search for an item.

The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in policy. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Any search by a member of staff for a prohibited item listed in section 11, part 2 of policy and all searches conducted by police officers should be recorded on CPOMS, the school's online safeguarding reporting system, including whether or not an item is found.