



Behaviour and Discipline Policy 2023-24

*'Join together to support and encourage one another to promote
love and good works'*

Hebrews 10:2

Approved at Full Governing Body Meeting:

Review date:

OUR MISSION STATEMENT

'Love Faith. Love People. Love Learning'

OUR VISION STATEMENT

We seek to ensure that all who work and learn at Bidston Village C.E. Primary School feel safe, happy, valued and respected within our Christian community. We aspire that all children who attend our school acquire Christian values that guide them through later life so that they become decent, honest, respectful members of the community and society in general. Our key aim is to create an environment and a culture that is **calm, safe and supportive, and free from disruption.**

LEGISLATION AND STATUTORY REQUIREMENTS

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

- Behaviour in Schools: Advice for headteachers and school staff (September 2022)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2022)
- Searching, screening and confiscation at school (July 2022)
- The Equality Act 2010
- Use of reasonable force in schools (2013)
- Supporting pupils with medical conditions at school

INTRODUCTION

'Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.'

Behaviour in Schools: Advice for headteachers and school staff. September 2022

'If educators fail to realise the importance of creating an environment where pupils feel they belong, where they are safe, where their voice is respected and where they are encouraged to learn, then little else is of value -the educator will struggle to actively and meaningfully engage students in the process of learning. When students are not involved and believe the educator doesn't care, they are more likely to misbehave'

AIMS FOR BEHAVIOUR AT BIDSTON VILLAGE CE PRIMARY SCHOOL

- To promote good behaviour, self-discipline, respect for individuals and the understanding that we are all different.
- Encourage pupils to be themselves and rejoice in all their strengths and weaknesses.
- To ensure a consistent, proportionate, fair and positive approach to behaviour management throughout the school day.
- To provide children and staff with an enriched Christian environment that is suitable for learning.
- To ensure the emotional, social and learning needs of individuals are addressed appropriately.

'Do for others what you want them to do for you: this is the meaning of the Law of Moses and the teachings of the prophets' (Matthew 7:12)

- To establish clear procedures for dealing with and managing unacceptable behaviour.
- To praise and reward good work, behaviour and attitudes.
- To encourage the active and early involvement of parents in supporting positive behaviour.
- To prevent bullying
- To be aware that discipline in schools must respect children's human dignity (Article 28)

SCHOOL ETHOS

As a Church school, we promote Christian values including forgiveness and respect for others by treating them in a way that we would like to be treated ourselves (Matthew, Chapter 7, v 12) and to join together to support and encourage one another to promote love and good works (Hebrews chapter 10, v2).

In consultation with the children, staff, parents and governors at Bidston Village CE Primary School we have developed a policy which aims to promote these Christian values: to encourage one another to work and play together to maintain this ethos.

- We promote an awareness of everybody's individual needs and aim for everybody to be valued in a community. Each child is aware of their rights and will have helped to produce their Class Charter.
- We expect good behaviour to be modelled by all adults in the school and we expect everyone to take pride in their school, their class, their work, their environment and their relationships.
- We expect all staff to treat children fairly, consistently and sensitively. We ask them to listen, to hear both sides of a story and to help children find solutions to challenges in a supportive manner.
- We celebrate and praise children's achievement and success.
- We value parental support in working collaboratively to find solutions to behaviour management issues.
- Positive behaviour strategies and sanctions are practised in a systematic, consistent way by all adults in the school.

THE PRINCIPLES FOR BEHAVIOUR IN THE SCHOOL AND THE SCHOOL CHARTERS:

The principles for behaviour in the school have been agreed by the whole school community.

'Consistency and coherence at a whole school level are paramount... Behaviour programmes are more likely to have an impact if implemented at a whole school level.'

EEF, 7th June 2019

All members of the school community have roles and responsibilities in promoting and abiding by these principles and charters. They are:

RESPECT EACH OTHER'S DIFFERENCES

RESPECT THAT EVERYONE COMES TO SCHOOL TO LEARN

RESPECT EACH OTHER'S SAFETY

RESPECT THE ADULTS IN THE SCHOOL

RESPECT THE SCHOOL ENVIRONMENT

These are the principles that inform the three charters and partnership between our school, parents and pupils:

'Do for others what you want them to do for you: this is the meaning of the Law of Moses and the teachings of the prophets' (Matthew 7:12)

- the classroom charter
- the lunchtime charter
- the playground charter
- the line-up code [appendix 1]
- the Voice 21 proof of listening poster [appendix 2]

The classroom charter is agreed by pupils at the start of each year; the lunchtime and playground charters are discussed and understood. These charters include the rights and responsibilities of everyone in the school.

EYFS PRACTICE

In recognition of the various developmental stages within early years/foundation stage, we have agreed specific, age-appropriate practices for our early years children which are in line with our behaviour policy. [Appendix 3].

WHAT CHILDREN CAN EXPECT OF STAFF.

- At the start of each year each class teacher will devise a Class Charter in discussion with the class. The Charter will promote the rights of the class so that there is a positive working and learning environment.
- All staff to be aware of the social, emotional and learning needs of the children in the school.
- That all children will be treated fairly, proportionately, consistently (based on knowledge of a pupil's needs) when they have broken the rules or charter agreements. They will be listened to and given the opportunity to explain their actions.
- All staff will implement the behaviour policy consistently and equitably, in order to create a predictable environment in which pupils know what the consequences of their actions will be.
- The classrooms and playgrounds will be positive and stimulating environments.
- Good work, behaviour and attitudes will be praised and rewarded, both in the classroom and around the school.
- PSHE curriculum time will be used to develop self-reflection and self-esteem.
- Be provided with clear guidance on your expectations of their own conduct in school and consider the impact of their own behaviour on the school culture
- Reinforce the behaviour expectations, routines and values in every interaction with pupils
- Model positive relationships with pupils, staff and parents
- We will always try find out where any misbehaviour comes from.
- Run interventions to help children manage their behaviour.
- Support pupils to understand how their behaviour didn't meet expectations.
- To take bullying and racism seriously. Children will be told when and how the issue will be dealt with. Bidston Village C. E. Primary School will never tolerate bullying of any form and will be dealt with in line with our Anti- Bullying Policy.

WHAT ADULTS EXPECT OF CHILDREN.

'Do for others what you want them to do for you: this is the meaning of the Law of Moses and the teachings of the prophets' (Matthew 7:12)

- To treat everyone in the school community with respect and consider their rights as learners, teachers, adults and children.
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- To follow the school's Charters, Code of Conduct and Christian values appropriately. To know that sanctions will be put in place if these rules and values are broken at any time of the school day.
- To listen to each other and to all the adults in the school and respect each other's feelings.
- To attend every day, arrive on time and enter the school calmly ready to learn, participate and play an active role in school life.

WHAT SCHOOL EXPECTS OF PARENTS/CARERS.

- To support the school in its Behaviour Policy.
- To talk to their children about the school expectations of work and behaviour.
- To encourage their children to discuss problems.
- To attend parent's evening and communicate with the school any concerns or issues which may affect their child's behaviour or learning.
- To ensure that their child attends school regularly and on time.
- To treat members of staff with respect.

PRAISE AND REWARD SYSTEMS.

Praise and reward should have great emphasis. Children will achieve more, be more motivated and behave better, when staff commend and reward their successes rather than focus on their failure. It helps a child believe that they are valued. It can be earned for steady maintenance of good standards as well as for particular achievements.

General Rewards

- Seen in books
- Recognition given during assembly
- Good work displayed in both class and corridors
- A visit to HT for commendation
- Specific privileges awarded to individuals/groups
- Giving children a greater responsibility in school
- Praise and encouragement in and out of lessons should be used as much as possible.

Smileys/Dojos.

Smileys/Dojos are used to encourage children to take responsibility for themselves and their behaviour. They focus on positive behaviours rather than the negative. These may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:

- Particularly good work/effort
- Displaying good manners
- Displaying a caring attitude towards others
- Staying on task.

Once awarded, a Smiley/Dojo can never be deducted.

The system is run as follows:

Noteworthy behaviour	1 Smiley/Dojo	(recorded on Class Dojo)
100 smileys/Dojos		Commendation: Bronze award (presented in assembly)
200 “ “		Commendation: Silver award (presented in assembly)
300 “ “		Commendation: Gold award (presented in assembly)
450 “ “		Commendation: Diamond award (presented in assembly)
600 “ “		Commendation: Platinum award (presented in assembly)

- Awards will be presented in assembly and parents invited to attend.
- Smileys/Dojos are recorded using the ‘Class Dojo’ system (an online application which enables parents to see how many smileys their child has earned).
- These can be awarded by any member of staff at any time. Staff should reward behaviour as it occurs. This reinforces the philosophy that the care of all our children is the responsibility of all adults in school.
- If all the children in a class achieve bronze, silver or gold awards, they may have an appropriate class treat of their choice.
- Rewards should reflect the achievement. Bronze Party: up to one session, Silver Party: half a day, Gold Party: up to a full day

Working as a team is also encouraged at Bidston Village C.E. Primary School as it fosters co-operation between pupils and develops empathy for others. Classes are able to earn rewards for working together as a team. It is expected that all children will have achieved their Bronze awards by Christmas, Silver awards by the end of spring term and their Gold awards in the summer term.

Class Points, Class of the Week, and Class of the Term

Each class starts the week with 20 class points. Rewards for good behaviour at playtimes and lunchtimes, behaving well in assembly, lining up sensibly, working hard and moving in and around school safely can win class points. A reasonable number of points should be given throughout the day. Each class should aim for 10 points per day (although there may be circumstances when this may be higher). Sanctions can result in the loss of a class point. The ‘Class of the Week’ results are recorded using ‘Google docs and/or a copy is kept in each hall.’ The class with the most points in KS1 and KS2 will receive an additional treat of their choice i.e. additional break-time, choosing time etc.

Praise and Stickers.

Praise for good behaviour or good work is important at Bidston Village C.E. Primary School. Class teachers make effective use of smileys (stickers and stampers) in the children’s books or on pieces of work. This, accompanied by verbal feedback from the class teacher, helps the children to take pride in the work that they are doing and raises self-esteem. Use is also made of ‘Praise Padz’ which are sent home on a regular

basis so that parents can be kept informed of the positive things that their children are doing in school. This helps to strengthen links between home and school as well as keeping parents informed about progress.

Star of the Day, Star of the Week and Star of the Term.

Each teacher awards a Star of the Day. The award can be given for academic achievement during the day, an act of kindness towards another child, being helpful, improved their work or behaviour or simply for remaining in the green zone and working hard completing all tasks set. Every week each class teacher is also asked to think of a child who has demonstrated these qualities throughout the week. In the weekly Celebration Assembly the children chosen receive a Star of the Week Certificate, sticker and a special pencil. When all of the children have received their awards the school then sings the 'Well Done' song to them, they then have their photographs taken and this is shared via Class Dojo. At the end of each term, a Star of the Term is chosen and the children are rewarded in the same way with the inclusion of a suitable book. Midday assistants reward good lunchtime behaviour using 'Praise Padz'.

Good Behaviour Award.

At the end of each term certificates are awarded to those children who have remained in the green zone for that term. This encourages all pupils to follow the Code of Conduct and school charters and to think about the consequences of their actions.

Attendance and Punctuality Awards.

Working with the children, parents and carers to continually improve attendance and punctuality is of great importance at Bidston Village C.E. Primary School. Our motto is "Ten to nine, be on time!" Each week the class with the best attendance has extra play time sessions on the trim trail and in the football goals. If a class achieves 100% attendance each child in the class receives an extra treat. These awards encourage the children to attend regularly and to arrive in school punctually.

Green Zone Time

At the end of each week, those children who have remained in Green Zone all week or who have completed their homework will **earn** 15 minutes of 'Free Time/Golden Time.' This time might consist of: playing games, reading books, sitting quietly, colouring in or completing jigsaws. Any child who has not managed to stay in Green Zone, will not be able to take part in this activity. They will be asked to complete a curriculum related task.

SANCTIONS.

As a Rights Respecting School, at Bidston Village C.E. Primary School, we ensure that all children are aware that with their rights, come responsibilities and that if they forget their responsibilities or ignore the rights of others there will be consequences. Behaviour guidelines and procedures for assertive mentoring are as follows:

- A 'no shouting' approach is used. There may be occasion when a teacher needs to raise their voice.
- If a child does not complete work due to misbehaviour or refusal to complete the task, then the class teacher may ask the pupil to complete work during playtime or part of lunchtime.

- Children should not be sent to the HT as a sanction. They may not arrive there or the HT may not be available. If a child needs to be removed, the HT or a member of the SLT should be sent for.
- If a child runs out of school, never run after them. The child may be placed in danger by doing so. The HT, DH or member of the SLT should be informed immediately and lessons should return to normal ASAP.
- If a child leaves the site, parents will be informed immediately. The police may also be informed.

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances

- If behaviour results in physical or verbal abuse towards teacher/adult an 'Assault' form needs to be completed a record of the incident must be recorded on CPOMS.
- If physical intervention of any kind is required then a 'Major Incident' record should be completed ASAP using CPOMS.
- Any other incident deemed as 'serious' or resulting in injury should be recorded on CPOMS or Playground Incident Book.

Sanctions will be used to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion. They are intended to:

- Provide clarity and consistency of suitable responses
- Minimise disruption to others
- Provide children with the opportunity to correct their behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENDCo and support agencies.
- Do everything reasonably possible to avoid suspension from school.

Sanctions Procedures

Children should be familiar with the procedures and know what will happen if they refuse the sanction or continue with the behaviour. Use your professional judgement regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the natures of the offence this may include immediate, permanent exclusion.** However, as a general rule for misdemeanours, the following sequence should be adhered to, with **steps 1 and 2** being **compulsory**. Initially, if unacceptable behaviour occurs:

Teacher: Polite but firm request given (no more than three times). Consider repositioning, separating etc.

Step 1 (Class Teacher)

Give final warning:

Name moved to Blue

- Use agreed phrase, 'This is your last warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

FROM NOW ON NO MORE WARNINGS. TAKE ACTION!

Step 2 (Class Teacher) Time Out (A) Name moved to Yellow

- Child sent to designated chair/area of classroom (pupils may have their time-out at break time)
- 5-15 minutes sitting alone in order to reflect; calm down etc. without causing disturbance.
- Class teacher records when, why on class list.

*If behaviour improves, return child's name to green zone. If not or if child refuses, move to **step 3***

For regular offender:

- Record who, when, why on CPOMS. It is important that a record is kept of regular offences.
- Possible removal of treats/playtime time out.
- Discussion with Team leader, behaviour lead, SENDCo: consider what form of support is needed

Step 3 (teacher colleague) Time out (B) Named moved to Orange

- Child escorted to designated colleague
- Up to 1 hour/ session working alone without causing disturbance (KS1 pupils will lose 2 playtimes)
- Removal of treats/playtime etc.
- Child records when, why on 'Time Out B' record sheet

*If behaviour improves, return to class. If not or if child refuses, move to **Step 4***

For a regular offender:

- Discussion with team leader and/behaviour lead/SENDCo
- Begin monitoring to identify areas of concern/possible causes/appropriate targets (CPOMS)
- Complete 'Behaviour Assessment Profile' if necessary
- Parents informed that behaviour is cause for concern
- Parents discuss concerns and agree targets/support
- Consider alternative strategies; inform other agencies
- Access to extra-curricular/enrichment activity linked to improvement

Step 4 (Team Leader/Behaviour Lead/Head) Time out (C) Name moved to Red

'Do for others what you want them to do for you: this is the meaning of the Law of Moses and the teachings of the prophets' (Matthew 7:12)

This includes behaviour such as: fighting and spitting

- Child escorted to Team Leader/Behaviour lead/Head
- Up to half a day working alone without causing disturbance
- Record when, why on a 'Time Out C' record sheet
- Parent informed of isolation by letter/ phone call

*If behaviour improves, return to class. If not or if child refuses, move to **Step 5***

For a regular offender:

- Discussion with team leader and/behaviour lead/SENDCo
- Initiate closer monitoring i.e., frequency monitoring, time sampling etc.
- Complete 'Behaviour Assessment Profile or a 'Behaviour Risk Assessment'
- Parents/LA informed by letter that behaviour is causing serious concern
- Meeting with parents to investigate possible causes/alternative strategies i.e., parents working alongside child, reduced school day etc.
- Access to extra-curricular/enrichment activities dependent on progress
- Referral to multi agencies i.e. Behaviour Support/Ed psych/ Wirral Inclusion Team etc.

Step 5 (Head/Behaviour Lead)

Pastoral Support Programme (PSP)

- Teacher to identify areas of strength and concern
- PSP meeting with parents/child to agree way forward
- Clear/realistic targets for behaviour agreed (max. of 3)
- Clear rewards/consequences identified for success/failure (including possible suspension)
- Daily feedback to child, weekly feedback to parent
- Involvement of all necessary agencies
- Consider EHCP
- Consider TAF
- PSP to last a minimum of 2 weeks/ a maximum of 20 weeks, and reviews fortnightly

If targets achieved remove from PSP.

*If PSP failed, move to **Step 6***

Step 6 (Headteacher) Behaviour Contract

A last step before exclusion

- Clear specific rules which the child MUST uphold in order to remain in school
- Further sanctions an immediate consequence of breaking the contract
- Reviewed weekly
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed
- Complete pupil positive handling plan [appendix 5]
- Complete Wirral 'Risk Assessment of Challenging Behaviour' [appendix 6]

*If behaviour improves, return to PSP. If PSP failed, move to **Step 7***

Step 7 (Headteacher) Internal Exclusion

- Child has no contact with own class or classmates
- No access to playground, extra-curricular or enrichment activities
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed by letter
- LA informed of likelihood of external suspension

*If behaviour improves, return to class on Behaviour Contract or PSP. If not move to **Step 8***

Step 8 (Headteacher)

Fixed Short Term suspension (up to 5 days)

- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed by letter
- Parents may make representations to Pupil Discipline Committee
- Pupil Discipline Committee may meet but cannot reinstate
- Upon return to school, child on Behaviour Contract for a minimum of 2 weeks

*If behaviour improves, remove from Contract to PSP. If not move to **Step 9***

Step 9 (Headteacher) Fixed Long Term Exclusion/suspension (up to 45 days per year)

- Parents, Chair and Clerk of Pupil Discipline Committee, LA officer informed
- Discipline Committee meet (parents/child or representative may attend/ representations).
- LA Officer must be invited to attend but may not reinstate

- Discipline Committee either re instate or uphold exclusion
- Upon return to school or if reinstated child stays on Contract or PSP for a minimum of 10 weeks.

*If behaviour improves, remove from PSP, If not move to **Step 10***

Step 10 (Pupil Discipline Committee)

Permanent Exclusion

- Parents, Chair and Clerk of Pupil Discipline Committee, LA officer informed
- Discipline Committee meet and consider all representations and reports (parents may attend).
- Discipline Committee either re instate or uphold exclusion
- Parents notified of right to appeal
- If appeal is successful, or reinstated child stay on Contract or PSP for the maximum 20 weeks
- If appeal is unsuccessful, remove child from school role.

Serious incidents need to be treated on an individual basis and the circumstance investigated. In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious, actual or threatened violence against another pupil or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Serious deliberate damage to school property
- Vapes

Reconciliation

Reconciliations should take place following a return from suspension. The aims of reconciliation are:

- Restore relationships and plan for reintegration
- Ensure students reflect and take responsibility for their behaviour
- Teach students the behaviour staff want to see
- Reinforce compliance with the zoning system
- Enable any underlying issues to be raised

Reconciliations take place at the first available opportunity (and on the same day the pupil returns to school) with the headteacher. It is important to enable a private conversation wherever possible. The head teacher will lead the reconciliation. If the head teacher is not available, the meeting should be led by the deputy or Behaviour Lead.

Restorative Practice

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

'In a rules-led system, the tendency is for the teacher to tell the child what they've done wrong, and how they're going to pay for it – for instance, by sending them out of the classroom if they're disrupting the lesson,' Chris Straker (interim Chief Executive Officer of the Restorative Justice Council).

Restorative practice involves helping the child think through their behaviour, its consequences and what they can do to make it better. Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

Restorative practices in schools have a number of proven benefits. Children show:

- Improved positivity, resilience and responsibility-taking
- Better behaviour management
- Greater respect and courtesy towards teachers and each other
- Increased empathy
- An understanding of how to make wrongs right.

Troubled Children

The school acknowledges that a small minority of children (such as those in our nurture base) may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. For these children neither the normal reward or sanctions procedures may be sufficient to support them or protect other children from their actions. Some pupils may require additional support to meet our school's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

In these exceptional circumstances the school will make every effort to avoid suspension. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through:

- Behaviour log books (for KS1 and less mature KS2)
- Behaviour Reports (for KS2)

Both may use the 'smiley' system for showing when targets are achieved over short periods (individual session/playtimes etc.) and any reason why they were not achieved.

Consider any mitigating factors

Changes in behaviour may be an indicator that a pupil is in need of help or protection. Consideration will be given as to whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm or having an unidentified SEND or mental health need.

When deciding our response to a pupil's misbehaviour, we will consider what contributing factors may have led to the incident. Any concerns will be raised with our designated safeguarding lead (DSL) or special educational needs co-ordinator (SENDCo).

Sanctioning pupils with SEND

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, we will keep our legal duties in mind when enforcing behaviour standards. The legal duties include:

- Taking reasonable steps as to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices.
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).
- If a pupil has an EHC plan, the provisions set out in that plan must be secured and the school must co-operate with the LA and other bodies.

To determine if it is lawful to sanction a pupil with SEND, we will consider whether the pupil:

- Understood the rule or instruction
- Was unable to act differently at this time as a result of their SEND
- Has a tendency to act aggressively due to their SEND

We will always seek to understand the underlying cause of the behaviour and whether additional support is needed (Using our sanction procedures to determine needs). If we do decide to sanction the pupil, we will make reasonable adjustments to the sanction, in response to any disabilities the pupil may have.

ADJUSTING ROUTINES FOR PUPILS WITH SEND

As a school, we will ensure that all staff have a good understanding of the needs of our SEND pupils, so that we can offer the right support, and make the necessary adjustments to the expected standard of behaviour. This support will be given consistently and predictably, applied fairly and only where necessary.

As best we can, staff will anticipate any triggers of misbehaviour, and try to support the pupil by preventing the triggers from occurring. By teaching coping strategies, we will be able to help them to learn how to self-regulate.

Preventative measures could include:

'Do for others what you want them to do for you: this is the meaning of the Law of Moses and the teachings of the prophets' (Matthew 7:12)

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Pupils with an EHC plan

If we feel a pupil with an education, health and care (EHC) plan is struggling to meet reasonable behaviour standards, we will ensure that our SENDCo is made aware so that she may contact the local authority (LA) in charge of the plan to discuss their issues. If the pupil's behaviour is getting out of hand, we may request an emergency review of the EHC plan. More guidance on these issues may be found on pages 10, 14 and 15 of the guidance document.

Play Time and Lunch Time.

Lunchtime behaviour is monitored daily by the SLT. We recognise that there are some children who find the more unstructured times of the day difficult and whilst we aim to provide a wide range of playground activities such children still find it hard to cope at times.

Playground Supervision

A minimum of two members of staff will be outside on the yard at any one time. One member of staff will be covering First-Aid duty and monitoring the movement of pupils who are in the building. A playground book is used to record and track the behaviour (good and bad) of individual pupils. At the end of playtime, a whistle is blown twice, once to remind children to stop and be quiet, then again to tell them to line up (in KS1 a bell is rung to sound the end of break time). Children join their class line at the back. They won't push in or line up at the front. When ready, classes will enter school one at a time. Teachers will need to ensure that good behaviour is reinforced ('Enter school quietly, ready to work!'). Classes may be rewarded with a 'class point' if they come into school sensibly and safely.

Lunchtime Supervision

Teachers need to supervise their children leaving class when dismissing them for break and lunchtime. This includes supervision when going to the toilet. Children will not be allowed back into school during playtime unless they need to go the toilet, need first-aid or if they are sent in by a member of staff. Children are not allowed to bring in balls etc. from home. There will be designated areas for football on each playground. The top of the KS2 yard (outside 4VJ) is a 'football free zone'. Games such as football, basketball and dodge ball may be played if supervised. Any misuse of equipment will lead to confiscation. Behaviour at lunchtime should be reported to a senior member of staff according to severity or frequency (MDAs will not make the decision to give a time-out- this must be given by the class teacher). First aid will be dealt with by a member of staff with first aid training. After lunchtime, all children will be reminded that playtime is over and that a change of behaviour is expected in and around school.

Movement in and around School

Staff should see that all children are suitably supervised when moving around the school. The expectations of behaviour of children sent around the school (on messages or the show good work) should be clearly stated and reinforced with appropriated rewards (smileys). Children not moving or behaving appropriately around school should be reminded of what is expected or face sanctions for repeated lapses. If pupils are observed behaving appropriately, politely and considerately, they should be thanked, praised or rewarded with a smiley. When moving around school, children will walk on the **left hand side** of corridors. When moving large groups or whole classes around school, staff will enforce 'Our Line Up Code'. Teachers and TAs are encouraged to think about their own position to allow maximum supervision of a group or class as they move around corners etc. Any children holding open doors etc. are thanked. Staff will encourage the concept of personal space. Children will be encouraged to pick up fallen articles rather than walk over them and to use good manners.

Behaviour outside school premises.

At Bidston Village C.E. Primary School we aspire to giving all our children the skills and values to become constructive members of the community and to respect the rights of those around them. Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable" (section 90 of the Education and Inspections Act 2006).

To these ends children may be asked to move their name or be placed on a monitoring card if:

- They are involved in any inappropriate behaviour travelling to or from school.
- They pose a threat to another child, parent or member of the public travelling to or from school.
- They are involved in any behaviour that affects the reputation of the school.
- They are wearing school uniform when misbehaving.
- They misbehave when taking part in any school organised or school related activity.
- Behaviour could have repercussions for the orderly running of school or adversely affect the reputation of our school.

Use of reasonable force

This is non-statutory guidance from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it necessary and to make clear the responsibilities of school leaders and Governing bodies in respect of this power.

- All members of staff have a legal power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, committing an offence, damaging property and causing serious disruption to good order and discipline in the classroom.
- Classroom staff have been trained in PRICE defusion/Team Teach and de-escalation techniques (September 2021).
- Extra caution will be needed when using reasonable force on pupils with SEND, medical conditions, or other vulnerabilities.
- If pupils are especially vulnerable or display behaviour that means that staff are frequently using reasonable force, consider doing a risk assessment.
- School senior leaders will support staff when they use these powers.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

- All incidents where staff have used reasonable force, will be recorded using CPOMS.

This is done within the guidelines of our 'Safe/Positive Handling Policy and 'Intimate Care Policy'

Searching, Screening and Confiscation.

Headteachers and authorised school staff (who have completed the appropriate training) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed that the school rules identify as an item which may be searched for. The list of prohibited items is: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Under common law, school staff have the power to search a pupil for any items 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. Schools can also identify additional items which the headteacher has decided are detrimental to maintaining high standards of behaviour and a safe environment.

All members of the school community should be reassured that any searching of a pupil will be implemented consistently, proportionately and fairly, in line with this policy. Considerations will be made when considering the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability. We will may make use of CCTV footage when deciding to conduct a search for an item.

Any searches will be recorded on CPOMS. Parents will always be informed if a search has taken place and the outcome of the search as soon as possible.

Any additional advice and information on searching may be found in 'Searching, screening and Confiscation July 2022

Personal, Social and Health Education.

The social and emotional well-being of the children is of paramount importance at Bidston Village C.E. Primary School. The school delivers the PSHE programme (Jigsaw) to all children from FS to Year 6. The PSHE lesson forms an important part of the weekly timetable and the aspects of the unit being taught are reinforced throughout the curriculum.

Working with Outside Agencies.

At Bidston Village C.E. Primary School we pride ourselves on the work that we do to support our pupils and their families with behaviour and any other issues. We have recently appointed a designated Family Support and Liaison officer (Bev Cowley) who fosters relationships with children, parents and carers and supports individuals and families on a daily basis. She liaises with a number of outside agencies in order to provide the children and their families with support when it is needed. Strong links have been developed with Child Health (school nurse, paediatricians etc.), the ESW, the Police, Social Care, Children's Centre, YOS, Involve North West, Caritas and many more. The person responsible for the Behaviour Policy is Behaviour Lead, Mrs S Gould-Jones.

This policy is written following guidance from 'Behaviour and discipline in schools' September 2023

Review

This policy will be reviewed annually.