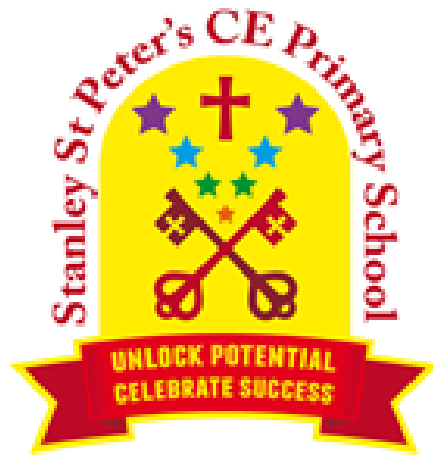




Positive Behaviour Policy

2026-2027

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Author		Michelle Wiggins Head Teacher	
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Document History			
Version	Date	Author	Note of revisions
1	May 2019	Interim Head Teacher	Revisions to review behaviour systems, sanctions and introduce Golden Time.
2	August 2019	Jonathan Fish – Head Teacher	The system for rewards and consequences was changed. This change was urgently necessary as there had been a complete breakdown of behaviour and safety at St. Peter’s CEP School during the academic year 2018-19. Introduction of new systems to manage and improve behaviour was agreed by the Governors on 28.08.19 during the agreement of the School Improvement Plan 2019-20. Staff Training was delivered for the new system of rewards and consequences on Monday 2 nd September 2019. Children were informed about the new systems by class teachers on the first day of the new academic year on Wednesday 4 th September 2019. Parents were informed about the new Positive Behaviour Policy, its mission and systems during Beginning of Year Meetings during the week Monday 9 th to Friday 13 th September and on Monday 30 th September.
3	August 2020	Michelle Wiggins Headteacher	Amendment to the ‘Rewards’ section of the policy to include the ‘Above and Beyond Child’ award.
4	August 2021	MWiggins Headteacher	Amendment to ‘Values’ section to include the two new school values of Honesty and Acceptance. Amendment to the ‘Rewards’ section of the policy to include the half-termly Values Award. References to Deputy Headteacher changed to Assistant Headteacher. Addition of sexual harassment, online sexual abuse and sexual violence, including sexualised language, being unacceptable and never tolerated and appropriate consequences for such actions.
5	August 2022	Leanne Hick Deputy Headteacher	References to Assistant Headteacher changed to Deputy Headteacher. Changes made in line with the ‘Behaviour in Schools: Advice for Headteachers and School Staff’. Published by the DfE July 2022. Exclusion and Fixed Term Exclusion is now known as a Suspension. The SLT team now supervise the lunchtime detentions in the library rather than the Learning Mentor.

6	August 2023	Leanne Hick Deputy Headteacher	A new edition to Keeping Children Safe in Education 2023. A new member of the SLT team, EYFS Leader, Lucy Flood. Adding new awards. Making the consequence system clear that teachers and support staff can issue warnings and CIs-C4s. Change of location for the lunchtime detentions, they are now held in the HT/DHT office.
7	June 2024	Leanne Hick Deputy Headteacher	A new edition to Keeping Children Safe in Education 2024. Chair of Governing Board- added Tim Jameson. The HT/DHT's office is now called HT/SLT office, this has been changed. The HT/DHT decided on what happens during a C5; however, I have added SLT to the list for when they are deputising if the HT is absent. (The DHT will be on maternity leave for the majority of 2024/2025.) Lucy Flood is undertaking her DSL training, this has been added.
8	July 2025	MWiggins	Minor wording updates to reflect our well-established positive approach to behaviour management and the central role of strong, supportive relationships. A new edition to Keeping Children Safe in Education 2025. SBM changed to Claire Frier.
9	August 2026	MWiggins	Updated outdated guidance references. Added references to newer safeguarding and attendance guidance (including mobile phone guidance). Clarified removal from classroom arrangements ("Matrix Room") in line with current DfE terminology. Added explicit reference to reasonable adjustments and disability discrimination. Reviewed some suspension wording against current exclusion guidance and added a section on the use of seclusion. Chair of Governors changed to Rebekah Ramsden

Purpose

Stanley St Peter's CE Primary School aims to provide an outstanding standard of education for all pupils. To achieve this, it is essential to maintain high standards of behaviour consistently across the school. This will be supported by clear expectations, recognition and rewards for positive behaviour, and appropriate responses to behaviours that do not meet expectations.

We want all pupils to value their education and to be respectful, responsible, and safe within our school community. To achieve this, we will:

- Foster strong, supportive relationships among children, families, and staff.
- Encourage respectful and harmonious interactions at all times, and use moments when expectations are not met as opportunities for meaningful learning and growth.
- Emphasise positive reinforcement by highlighting and praising behaviours that reflect integrity, politeness, and kindness as well as our school values.

Together, these principles create a positive and inclusive school culture where every child is supported to thrive—guided by our Christian values and the belief that we can “Unlock Potential – Celebrate Success.”

Legislative Context

The school recognises its responsibilities under the Equality Act 2010 and is fully committed to meeting its public sector equality duty.

We treat all forms of discrimination and prejudice-related behaviour with the utmost seriousness. Incidents involving bullying, racism, homophobia, sexism, or inappropriate sexual behaviour are carefully recorded, monitored, and followed up with suitable actions and support strategies.

Behavioural data is routinely reviewed, taking into account factors such as ethnicity, gender, eligibility for pupil premium, and special educational needs. This enables the school to identify and address any disparities in how pupils from protected groups experience our approach to promoting positive behaviour.

Emerging patterns are analysed and discussed within Senior Leadership Team meetings and Governing Body meetings.

The Positive Behaviour policy operates in conjunction with the following school policies:

- Anti-bullying policy
- Special Educational Needs (SEND)
- Safeguarding and child protection policy
- Online Safety Policy

The Positive Behaviour Policy takes account of and refers to the following DfE documents and guidance:

1. Behaviour in Schools DfE February 2024
2. Keeping Children Safe in Education 2026
3. Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2026)
4. Preventing and Tackling Bullying (DfE, most recent edition);
5. Drugs: Advice for Schools (DfE);
6. Use of Reasonable Force;
7. Searching, Screening and Confiscation at School;
8. Mental Health and Behaviour in Schools;
9. Keeping Children Safe in Education 2026 – Part 4: Allegations against staff;
10. DfE: Uniform - Guidance for governing bodies, school leaders, school staff and local authorities;
11. Sexual violence and sexual harassment between children in schools and colleges 2021;
12. Working Together to Safeguard Children 2023;
13. Working Together to Improve School Attendance;
14. Mobile Phones in Schools (2026)

All documents should be noted in conjunction with this policy. The Governing Body reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

Key Points

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instructions (section 91 of the Education and Inspections Act 2006)

- 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. (DfE Behaviour in Schools July 2022).
- The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, including teaching assistants and ancillary staff.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside of school (this includes taking part in any school-organised activity; when online; travelling to and from school; when wearing school uniform; when children are identified as a pupil from the school; when it could have repercussions for the orderly running of the school; when it poses a threat to another pupil; or when it could adversely affect the reputation of the school).
- Teachers can confiscate pupils' property (including mobile phones, which must be handed in to teachers and must not be used under any circumstances on school premises). If a child is caught using a mobile phone on school grounds or in the care of school staff, e.g. on a school trip, a C5 will be issued.
- Teachers have the power to impose detention outside of school hours.
- Head and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and consequences.
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out to safeguard and promote the welfare of children.

The Governing Body's Behaviour Principles

- ❖ Every child has the right to learn but no child has the right to disrupt the learning of others
- ❖ Everyone has a right to be listened to, to be valued, to feel and be safe
- ❖ Everyone must be protected from disruption or abuse
- ❖ Stanley St. Peter's CE Primary School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation, and any other conduct that is prohibited by or under the Equality Act 2010
- ❖ It is expected that all adults – staff, volunteers, and governors – will set excellent examples for the children at all times.
- ❖ We seek to give every child a sense of personal responsibility for his/her own actions
- ❖ The core rules are to be displayed in every classroom: Be Safe; Be Respectful; Be Responsible.
- ❖ The school's Positive Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils.
- ❖ We have zero tolerance for Sexual Harassment and Sexual Violence
- ❖ Where there are significant concerns over a pupil's behaviour, the school will work with parents /carers to strive for common strategies between home and school
- ❖ The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour
- ❖ The school's Positive Behaviour Policy will clearly reflect the school's approach to exclusions
- ❖ The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children
- ❖ The school will keep abreast of current issues and initiatives with regard to the Health and Safety at Work Act 1974 and related regulations

Leadership and Management

SLT Team

Headteacher: Michelle Wiggins (DSL Lead)

Assistant Headteacher: Lucy Flood (DSL trained)

SBM: Claire Frier

Pastoral Support

Learning Mentor: Lisa Dougan (DSL trained)

Governing Body

Chair of Governing Body: Rebekah Ramsden

Behaviour Governor: Catrin Chan

The Role of the Leaders

- The school leadership team are highly visible, leaders routinely engage with pupils, parents and staff on school grounds and maintain the behaviour culture and an environment where everyone feels safe and supported.
- School leaders' crucial role is making sure all staff understand the behavioural expectations and make sure they are consistently applied.
- Monitoring behaviour across the school including gathering and analysing data on behaviour. This includes the analysis of rewards and consequences, drilling down into pupil groups such as boys, girls, SEND, non-SEND, PP, non-PP and EAL. Reports are written and shared at SLT and Governing Body meetings.
- Leaders make sure that all new staff are inducted clearly on the rules, routines and expectations of our behaviour culture and how best to support all pupils in school. This ensures there is a consistent approach to managing behaviour and everyone participates in creating a safe environment in school. A full induction process is carried out by a member of SLT to new staff and the new members are expected to read all school policies before engaging with children.

- Leaders carry out regular training for staff in order for them to meet their duties and functions within the behaviour policy. This is included in the September inset day and then regular reminders happen throughout the academic year.
- Leaders ensure that school staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Ongoing engagement with experts, such as Educational Psychologists and other external support such as counsellors and Mental Health Support Teams to work alongside the school with the implementation of the policy.

Values

St Peter's CEP School values are underpinned by our Christian ethos. They are:

- Friendship
- Perseverance
- Forgiveness
- Courage
- Honesty
- Acceptance

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teachers and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility, reduce uncertainty and disruption and be well-labelled to promote independence. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others. Praise should be used to encourage good behaviour as well as good work and the completion of assigned work.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. It follows that lessons should have clear objectives, be understood by the children, and be differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Behaviour in school should also be informed, where appropriate, through reference to **British Values**. In schools, these are usually defined as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

School Ethos

Positive behaviour is consistently reinforced. This is also taught through collective worship, the My Happy Mind scheme and personal, social and health education (PSHE) curriculum, where pupils learn the skills of self-

awareness, self-regulation, motivation and empathy as well as social skills. Children have the opportunity to discuss issues and voice concerns. Children are provided with consistent positive encouragement and recognition when they demonstrate positive behaviour. The school believes that nobody has the right to hurt other people by hitting or kicking them, calling names, spreading rumours about them or doing anything else which is intended to be upsetting (child-on-child abuse). Sexual harassment, online sexual abuse and sexual violence, including sexualised language, are unacceptable and will not be tolerated. All children have a right to learn in a supportive, caring and safe environment without fear of being bullied or harassed. Children are taught that being safe is the most important thing and that every child has the right to feel safe in our school.

Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that children's and staff's emotional well-being is not compromised.

Our approach to behaviour will have due regard to the Equality Act, Special Educational Needs and safeguarding procedures.

Positive Behaviour Policy – The System:

3 Rules:

The following school rules are displayed in all classroom and learning areas:

1. Be Safe
2. Be Respectful
3. Be Responsible

These rules should regularly be referred to when reminding or correcting children about their behaviour.

1. Rewards:

St. Peter's CEP School Governing Body recognise the importance of the use of rewards to motivate children and as recognition of children whose effort meets our expectations. There are many ways children are praised and rewarded, for example:

- The use of Praise Points - all children receive Praise Point reports regularly, which include recognition of effort. This is sent home to parents. The Praise Points are displayed in the classroom – this display chart is noticeably bigger than the Consequences chart, so rewarding excellent behaviour is emphasised.
- ABC – on a weekly basis, a child from each class is identified for the 'Above and Beyond Child' award. These children are put forward to act as role models for other children in school.
- Celebration Certificates – these are presented each Friday during Collective Worship and they are awarded to pupils who have demonstrated excellence in their learning, attitude and behaviour. Parents are invited to the Celebration Collective Worship. These include the Celebration Award, Reader Leader Award and WWE Award (Weekly Writing Expert Award).
- Values Awards – awards are presented to children who have consistently demonstrated the half-termly school value focus.
- Attendance Awards – awards are presented to children with high attendance and/or improved levels of attendance over time.
- Curriculum Talent Awards – presented termly to recognise exceptional effort, attitude or achievement within the curriculum.
- Read to Succeed- presented during the celebration collective worship when the children have achieved each milestone. This is to reward efforts with home-school reading.
- TT Rockstar Certificates- presented during the celebration collective worship when the children have reached another level on TT Rockstars. This is to reward efforts with the child's times table knowledge.

2. Expectations for Behaviour:

Stanley St Peter's CE Primary School Governing Body recognise the importance of establishing a common ground for expectations that are consistently applied and modelled to all children in school. The common expectations that are regularly communicated to the children are:

- Your shirt must be tucked in and you must look smart before you enter the classroom.
- You must have the correct equipment at the start of every lesson and be ready to learn.
- You must show positive body language instead of putting your hand up to answer a question.
- One person speaks at a time and you must show that person respect.
- You must use appropriate classroom language and never slouch.
- Chairs must be tucked under when you leave your place at all times.
- You must stay in your seat at all times unless you have obtained permission
- You must walk sensibly to the left on the corridor
- Good manners will be shown consistently (including in the dining hall and on the playgrounds)

Consistent and clear language is always used when acknowledging positive behaviour and addressing misbehaviour, this is adopted by all the school staff at Stanley St. Peter's.

3. Consequences:

'Consequences of Behaviour' are designed to give children choices. Its principal role is to support learning by tackling and dealing with low-level disruptive behaviour, i.e. behaviour that undermines the children's own learning or that of others. If unchecked this sort of behaviour wrecks lessons and undermines the authority of the teacher. Consequences are not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

a. Role of the teacher – before applying the consequences:

In all classrooms, we aim for praise to outweigh the consequences. There should be an 80/20 ratio. We need to concentrate on the **positive aspects of behaviour**.

When children behave inappropriately give them what they do not want – a cool, mechanical, emotionless response. Save your emotion, passion, enthusiasm and excitement for when it has the most impact - when children behave appropriately.

Strategies for managing behaviour and learning – teachers should use strategies to deescalate poor behaviour, to reengage, to avoid disruption and to prevent pupils stopping others from learning and entering the consequences system. The consequences system is not an alternative to the techniques teachers use in their teaching and classroom behaviour management.

Positive role model – be at the door, smile, and be enthusiastic about working with the children and about the content/context of the lesson. Discuss how successful learners deal with their frustrations and create a calm atmosphere. Think about Spiritual, Moral, Social and Cultural issues; and the school's values, so that children understand the importance of excellent behaviour within, but also beyond the school gates.

Giving Achievements and Praise - apply achievements and praise with care – be sure you have explained why a child has received the achievement or praise to ensure consistency.

Start each session with a clean slate – making sure that incidents have been dealt with from prior lessons. It is essential that teachers start the next lesson with a clear consequences chart in order to emphasise the ‘fresh start’ to all children in the class.

Be consistent - use this and only this approach with all children as they must perceive this as a predictable, reliable and consistent pattern. State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions, e.g. “Why are you talking?” Rather, “I’ve asked you not to talk, C1”. Ensure that children know it is your priority to maintain the pace of your lesson for the benefit of all children.

The consequences system does not mean that effective behaviour management strategies are not used. Effective and efficient behaviour management should mean that the consequences system is not used because the pace, challenge and positive reinforcement should sustain children and enthuse them.

Key questions to ask yourself:

- Have I planned my lesson appropriately and shared my learning outcomes with children?
- Am I praising and rewarding those who behave?
- Is the work challenging and exciting enough to engage children in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I greeted them at the door and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my ‘reasonable requests’ clear?
- Have I taken control of the class on entry, during the lesson and at dispersal?

b. Consequences in the classroom

Teachers will use various strategies to ensure that children do not disrupt the lesson or distract others and that they work to the best of their ability. If, despite these strategies, a child’s behaviour does not meet the expectations of the teacher, the following system will be used:

Each classroom has a Consequences chart as follows:

Name	C1	C2	C3	C4

A child’s name appears on the consequences board if they reach C1, as per the following system:

Behaviour – and the following consequence – C1 upwards.	Behaviour Management Dialogue/Strategies/
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Warning – Rule Reminder A warning can be given to an individual and also a group/class. Blanket warnings can be given for: • Chewing • Swinging on furniture • Shouting out • General ‘carrying on’ Where the behaviour is particular to one child a blanket warning cannot be given for example: • Poor levels of work • Talking to another student across the classroom • Distracting others	“Michael you are talking. If you choose to keep talking that is a C1” State what is happening and give rule reminders. Try and identify behaviour that is proactive/positive. <i>You do not have to write the child’s name on the board at this point.</i>
C1- The first negative behaviour following the warning (rule reminder) The child’s name must be written on the board at this point.	Who issues this consequence? Teachers and support staff. “Michael you have continued to talk across the classroom” “Michael you are now on a C1” Mark the moment of poor behaviour, but then redirect behaviour with teaching and learning reminders. Raise expectations and defuse the situation by praising those who are working well. Who issues this consequence? Teachers and support staff.
C2 – Second negative behaviour	“Michael you have again continued to talk you have now moved to a C2” When you have given the verbal comment try speaking privately to the child. Getting down to the child’s eye level and being more personal can help diffuse whole class communication, this will keep the class calm, additional signals or nonverbal refocusing is useful. Who issues this consequence? Teachers and support staff.

C3 - Third negative behaviour	“Michael you are on the verge of leaving the lesson because you are not behaving reasonably.” Remind the child that it is their choice to break the rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour: • Set time markers for completing work, “You are here now and when I come back you should be here”, mark with the time. • Moving seats – if this is possible • Offer different activities • Ask them to take a minute to think about their behaviour. Who issues this consequence? Teachers and support staff.
C4 - Fourth negative behaviour or immediate C4 for Health & Safety or the use of sexualised language. A letter is sent to parents informing them about the C4 and the consequence.	“Michael you have now moved to a C4 because ... which means you can no longer stay in the room.” “You need to go to the Matrix room this is Class...” At this point, the child must leave the room to the matrix room. The Matrix room is another partner classroom agreed upon at the beginning of the academic year. The child needs to leave with the consequences sheet filled in. If they become argumentative then defer and ask for them to discuss this when they return. When they return discuss with them their behaviour and the strategies that will be put in place to support them next time. It could be some of the strategies above. This needs to be explained before next time so they can start with a clean slate. All removals from the classroom will be recorded and will be monitored by SLT. The reason for removal, length of time removed, supervision arrangements and reintegration support will be documented. Removal will be used only when necessary, reasonable and proportionate. A C4 will also involve missing lunch playtime at the next opportunity. This lunchtime detention will be in HT/SLT office with a member of SLT. Who issues this consequence? Teachers and support staff.

C5- Fifth negative behaviour (or failing C4) or immediate C5 for: Behaviour prejudicial to good order and safety at St. Peter's CEP School (including sexual harassment such as pulling trousers down, lifting of skirts etc.) A letter is sent to parents informing them about the C5 and the consequence.	Fifth misbehaviour means that the child is sent to the Head Teacher or Deputy Head Teacher or SLT. The HT/DHT/SLT will determine a learning space appropriate to the age of the child where the child will work for the remainder of the session. The child will then work for the next half-day period in this space and will miss the next two lunchtime playtimes. These lunchtime detentions will be in HT/SLT office with a member of SLT.
	Who issues this consequence? Teachers and support staff. Head Teacher/Deputy Head Teacher/SLT for immediate C5.
C6 – suspension or referral for suspension Any other behaviour serious enough and likely to cause harm to the child, other children or members of staff. Allegations of sexual violence will be managed in accordance with KCSIE 2026 and referrals made to police and children's social care where appropriate.	A C6 can only be given when a child has worked their way through consequences – or if the child's behaviour is causing harm to themselves, other children, or other members of staff. If there is a situation that warrants suspension, then the Head Teacher must be informed immediately. Only the Head Teacher can issue any form of suspension. Further advice about the suspensions appears later in the Positive Behaviour Policy. Who issues this consequence? The Head Teacher will make the decision to issue a C6, then the decision to issue a suspension or internal C6
Internal C6 Parents will be notified about all suspensions in line with DFE guidance.	As an alternative to issuing a suspension when a child reaches C6, the Head Teacher may decide to issue an internal C6. This means that the child is supervised, in school, by a member of staff. For example, this may be with member(s) of the Senior Leadership Team or other senior staff, within their lessons or with a Learning Mentor completing structured activities.

The Pastoral Room	The Pastoral Room is managed by the Learning Mentor in a nurturing and supportive role to behaviour.
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Pupil Transition

Following any consequence, strategies will be used to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

These will include:

- A targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate. For consequences that are C4 and above, as well as red and yellow cards, the children will complete these discussions with SLT and complete their reflection form during lunchtime detention.
- A phone call with parents from a member of SLT if the behaviour is extreme or there is a pattern occurring
- Inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school
- Inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy. This includes discussions with social workers where appropriate
- Considering whether the support for behaviour management being provided remains appropriate, the SLT will decide whether a child needs to be added to the transformation programme to better support their behaviour in school. In these cases, a discussion with parents will be held first.

The use of removal from the classroom is a serious sanction used only where necessary and proportionate. Parents will be informed where appropriate and pupils will continue to receive education during the period of removal.

Seclusion

Stanley St Peter's CE Primary School does not use seclusion as a planned behaviour management strategy.

For the purpose of this policy, seclusion is defined as:

The supervised confinement and isolation of a pupil, away from other pupils, **where the pupil is prevented from leaving.**

Where a pupil is removed from a classroom, they will remain under appropriate adult supervision and will continue to have access to learning. The purpose of removal is to support the safety and education of all pupils and to enable successful reintegration at the earliest opportunity.

In exceptional circumstances where a pupil presents an immediate risk of serious harm to themselves or others, staff may take reasonable and proportionate action to maintain safety. Any such action will:

- be for the shortest possible time;
- be continuously supervised;
- be recorded;

- be reported to parents/carers as soon as practicable;
- be reviewed by the Senior Leadership Team.

The school will not use locked rooms, blocked exits or any practice intended to deliberately seclude a child as a behavioural sanction.

Suspension

A decision to suspend a pupil will be taken only:

- a) In response to a serious breach or persistent breaches of the school's behaviour policy and consequences; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Stanley St Peter's CEP School complies with current DfE guidance on Suspensions and Permanent Exclusion (2026).

- If an incident is deemed serious enough to involve a suspension, the Head teacher will endeavour to contact the parents on the day of the incident.
- A letter will be sent home within 24 hours outlining the reasons for the suspension and the measures parents can take in relation to them.
- Work will always be provided for the length of the suspension. It is expected that this is returned to be marked.
- Parents will normally be invited to attend a reintegration meeting. This reintegration meeting will be documented and the child will complete a reflection sheet regarding the incident on return, with support from the Head Teacher and the parents who are present at the meeting.
- To strengthen the reintegration process, the Learning Mentor will make daily contact with the child while the suspension is taking place via telephone and the child will spend some time with the learning mentor upon their return.

Suspensions. This involves the child being asked to remain at home for a defined period. Work for the suspended child is provided by the school and during this period responsibility for the child passes to the parents. The school will fulfil all notification, reporting and review requirements relating to suspension and permanent exclusion in accordance with the current DfE Suspension and Permanent Exclusion Guidance. These will also be reported to them in half-termly meetings.

Permanent exclusions. The decision to exclude a child permanently is a serious one and governors should be kept fully informed as the process goes on. Permanent exclusion is not normally considered unless there have been a number of suspensions first but, in extreme cases, a permanent exclusion may be appropriate. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The Headteacher informs the Governing Body about any permanent exclusion and within 15 days of the notification the Governing Body has to review the permanent exclusion. If the child has a social worker or is a looked-after child (also known as a Child in Care) the social worker and/or Virtual School Head will be contacted.

The Governing Body has a duty to consider parents' representations about an exclusion. The requirements for a governing body to consider an exclusion depend upon a number of factors (see DfE Suspension and Permanent Exclusion guidance, 2026).

Lunchtime Supervision

At lunchtime, supervision is carried out by the Senior Supervisor and a team of midday assistants. The Senior Supervisor and mid-day assistants are expected to ensure that all children are behaving appropriately. Usually, this consists of reminding children of the standard of behaviour expected, encouraging them to use the games and play equipment; and resolving any incidents.

Children whose behaviour falls below the standard expected will receive a warning.
If this behaviour persists then children will be given 'time out' at the edge of the playground.
If the behaviour persists then children will receive a Yellow Card with the consequence of a lunchtime detention.
Children may also receive an immediate Yellow Card for actions such as; arguing with an adult, walking away when the adult is trying to resolve an incident, being unsafe etc.
Children will receive a Red Card with a consequence of two lunchtime detentions for actions such as; fighting, swearing, and leaving the dining hall or playground without permission.

A letter is sent to parents informing them about the Yellow or Red Card being issued to their child.

Pupils' conduct outside school premises.

At St. Peter's CEP School, we expect our children to behave properly on their way to school and when wearing school uniform in a public place. We also expect them to behave properly when engaged in extended schools' activities which take place beyond the school day – e.g. school football matches. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's positive behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Behaviour expectations apply equally to online conduct. This includes the misuse of social media, messaging platforms, artificial intelligence tools, the sharing of misinformation or harmful content, cyberbullying, and any other online activity that may negatively affect the wellbeing, safety or reputation of members of the school community. Incidents of inappropriate online behaviour may be investigated and addressed in line with this policy, even where they occur outside school premises.

Confiscation of inappropriate items

What the law allows:

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

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

The legislation does not describe what must be done with the confiscated item.

- Power to search without consent for "prohibited items" including; knives and weapons, alcohol, cigarettes or drugs.
- Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- Stolen items
- Fireworks
- Pornographic images
- Weapons and knives and extreme or child pornography must always be handed over to the police.

If the school suspects that a child has brought an item (as above) into school which could be a health and safety risk to themselves &/or others, the school will try to contact the parent/carer of the child as soon as possible and invite them to come into school to support a search. However, speed is of the essence and if a parent/carer is uncontactable &/or unable to come into school immediately, two members of school staff will carry out the search. Following the search, the school will then contact/report back its findings to the parent/carer.

Mobile Phones

Headteachers have the authority to decide if mobile phones can be used during the school day. Many pupils, especially as they get older, will have one of their own. Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning (Behaviour in Schools, DfE, 2024).

At Stanley St. Peter's we have taken the decision not to allow mobile phones in school. If children need to bring in their mobile phone for purposes such as walking home, going to an after-school club and need to make contact at the end of the school day, then the mobile phone must be handed to the class teacher. If a child breaks this school rule and is caught using a mobile phone in school, on school grounds, or in the care of school staff (e.g. on a school trip), the phone will be confiscated, parents will have to collect it and a C5 will be issued.

Malicious Allegations

Allegations of abuse will be taken seriously, and St. Peter's CEP School will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. The suspension will not be used as an automatic response when an allegation has been reported.

Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for 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.

Pupil Support Systems

At St. Peter's CEP School, we understand that how a child behaves can be a sign of an underlying issue. Staff are trained to look out for changes in behaviour which could include:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive and/or aggressive in class
- A child whose behaviour changes in an unexpected way

In such cases, any emotional/behavioural difficulties should be determined. Pupils will be allowed to express their thoughts and feelings with a chosen adult either individually or with a Learning Mentor. We may also decide to refer to an outside agency for additional emotional support. Some pupils may be identified on the SEN register for SEMH or ASD, this policy may be reasonably adapted to meet the needs of individual SEN pupils.

Communication and Parental Partnership

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists in the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents yearly in writing and this Positive Behaviour Policy will be published on the school website. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss it. Parental support will be sought in devising a plan of action with the class teacher, Learning Mentors and child to encourage positive behaviour.

Staff Development and Support

- Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.
- The Headteacher will ensure that staff are kept up to date with DfE publications and guidance.
- The school will provide regular training for staff to support high standards of behaviour.
- It is the Governors and Head teacher's responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, ensuring support with consequences and paying due regard to staff health and wellbeing.
- Where a member of staff has been accused of misconduct pending an investigation, employers should not automatically suspend that member of staff. The governing body should instruct the head teacher to draw on the advice in the **DfE 'Dealing with Allegations of Abuse against Teachers and Other Staff'** guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.
- An appendix of relevant forms, charts and other appropriate paperwork is filed in the 'Staff Share' drive at St. Peter's CEP School.

SEND (Special Educational Needs)

Stanley St. Peter's School consistently and fairly promotes high standards of behaviour for all pupils and provides additional support where needed to ensure pupils can achieve and learn as well as possible.

It is understood that schools need to manage pupil behaviour effectively, whether or not a pupil has underlying needs. It is important that it is not assumed that because a pupil has SEND, it must have affected their behaviour on a particular occasion- this is a question of judgement for the school and the facts of the situation.

We will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to consequence the pupil. In considering this, we will refer to the Equality Act 2010 and our school's guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

The school will ensure it fulfils its duties under the Equality Act 2010 and will make reasonable adjustments for disabled pupils where appropriate. We will also consider whether any reasonable adjustments need to be made to the consequence in response to any disability the pupil may have. It is also important for us to seek to try and understand the underlying causes of behaviour and whether additional support is needed. If support is needed, the SENDCo will arrange pastoral support and interventions with the Learning Mentor or in other cases, support for outside agencies.

Where a pupil demonstrates repeated or persistent behavioural difficulties, the school will consider whether this may indicate an unidentified Special Educational Need or Disability (SEND), unmet learning need, communication

difficulty, or social, emotional and mental health need. Where appropriate, further assessment, support, monitoring or referral to external agencies will be considered.

As part of meeting any of the schools' duties (duties with regards to catering for SEND children), we will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

Illustrative examples of preventative measures include (but are not limited to):

- Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long periods of time
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for all staff in understanding conditions such as autism

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

Child-on-child sexual violence and sexual harassment

(Advice taken from DfE Behaviour in Schools 2024)

Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE) - especially Part 5. The designated safeguarding lead, Michelle Wiggins (or deputy, Leanne Hick) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

Stanley St. Peter's makes it very clear in every aspect of culture that sexual violence and sexual harassment are never acceptable, we will not tolerate it and that pupils whose behaviour falls below expectations will be consequenced. We make it clear to all staff the importance of challenging all inappropriate language and behaviour between pupils.

At Stanley St. Peter's we never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. All staff advocate strenuously for high standards of conduct between pupils and staff; we demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be consequenced whilst other investigations by the police and/or children's social care are ongoing.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. We use Part 5 of KCSIE which provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.

We understand it is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy. As with all safeguarding matters, the designated safeguarding lead will engage and make referrals to support services as appropriate.

All cases of child-on-child sexual violence and sexual harassment will be investigated fully by the SLT and DSL team. All cases will be looked at on an individual basis and consequences will be decided based on the nature of the case, how extreme the behaviour was and how often it has happened.