



Prescot Primary & Nursery School

Putting the Learner First

Behaviour & Discipline Policy

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1. Introduction

This policy statement applies to all aspects of Prescott Community Primary and Nursery School in relation to the provision of education and nursery services. The policy applies to all children, staff (permanent and sessional), agency workers, governors, parents, volunteers and visitors to our school and all other people who are conducting work on behalf of our school and nursery.

There can be no limits and our staff and children are encouraged to believe that anything is possible.

Our **Vision** is to create an environment where every individual feels empowered to learn and achieve within a safe and trusting environment.

Mission Statement

We will achieve our vision by Putting the Learner First.

At Prescott Community Primary & Nursery School we are committed to enabling all children to access education successfully. This is an inclusive process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school.

The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore, a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

We strive to create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.

We praise and reward positive attitudes to behaviour and work and to maintain fairness and consistency, whilst encouraging self-discipline.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships. We strive to:

- Ensure a safe, caring and happy school
- Promote strong learning behaviours in all lessons
- Promote good citizenship, good self-esteem, self-discipline and emotional intelligence
- Prevent bullying.

We also seek to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives or spent convictions.

We will promote equal opportunities for all and strive to eliminate discrimination.

The Governing Board has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

At Prescott Primary School, discipline is recognised to be a collective responsibility between parents, staff, governing body, children and other agencies involved with school.

It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied. If this partnership is working effectively then we expect:

Parents

- To be aware of Code of Conduct and the Home/School Agreement
- To cooperate with school
- To ensure children's regular attendance and punctuality
- To encourage their children to show respect and support the schools authority to discipline children.

Staff

- The Headteacher fully supports the staffs' authority to discipline.
- To follow and apply the behaviour policy
- To be fair and consistent
- To develop an effective working atmosphere

Governing Board

- To deal with allegations against teachers and school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation.

Children

- To move in an orderly manner around school
- To show respect for people and property
- To develop a strong set of learning behaviours
- To demonstrate appropriate levels of concentration and self-discipline
- To take responsibility for their own actions
- To cooperate with and respond to the schools code of conduct
- To be polite, considerate and caring

The desired outcome is that children will be motivated and enthusiastic, taking pride in themselves and our school.

Through praise and encouragement, we aim to emphasise the following positive qualities:

- Kindness & consideration
- Honesty
- Tolerance
- Respect
- Co-operation
- Patience

- Resilience
- Responsibility
- Empathy
- Good Manners

The following behaviour is considered to be unacceptable:

- Bullying - individual or group; peer-on-peer; verbal or physical abuse; taunting; mimicking (including Cyberbullying)
- Aggression towards pupils and adults
- Persistent disruption of learning experiences
- Swearing
- Rudeness
- Stealing
- Discriminatory behaviour including racist, sexist or homophobic incidents.
- Unacceptable and harmful sexual behaviours
- Activity that contravenes the school's ICT and Social Media Acceptable Use Policies - Appendices 1 and 4 PCP E-Safety Policy

We aim to encourage the children to exercise self-discipline and develop the ability to:

- Control their feelings.
- Take turns and share.
- Learn to interrupt only if, and when, appropriate.
- Listen and respond immediately to the teacher's voice.
- Work independently and cooperatively.
- Work without disturbing others.
- Work consistently, always giving their best.
- Appreciate individual differences.
- Use their pupil voice to challenge poor or discriminatory behaviour, where appropriate.

2. Principles of Behaviour

In addition to the overarching behaviour principles outlined in the School's Behaviour Principles Statement, the following principles of behaviour are what is expected of everyone involved in our school:

- 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, discrimination or abuse.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect
- Whole school approach to discipline with a clearly defined code of conduct.
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.
- We will seek to give every child a sense of personal responsibility for his/her own actions.

- Effective communication systems
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- Early support for developing problems.
- Strategies may be recorded in an Individual Behaviour Plan or where there is a high level of concern, a Pastoral Support Plan.
- Bad language is considered to be unacceptable behaviour
- We will seek advice and support from appropriate outside agencies.
- Staff will keep abreast of current issues and initiatives.
- As the staff of the school we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through periodicals and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff.
- Corporate approach but with due regard for individual circumstances
- Opportunities for responsibility and recognition for non- academic achievement.

3. Implementation

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all. (**Appendix 1**)

IN ALL DISCIPLINARY ACTIONS, IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.

4. The Role of The Headteacher

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has access to records of all reported incidents of misbehaviour in the Concern Files.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social

behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.

The Headteacher must **publicise the school behaviour policy**, in writing, to staff, parents and pupils at least once a year.

5. The Role of Governors

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing board to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the Headteacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Before making their statement of principles, the governing board must consult (in whatever manner they think appropriate) the Headteacher, school staff, parents and pupils.

The governing board must provide clear advice and guidance to the Headteacher on which they can base the school behaviour policy.

The governing board will notify the Headteacher that the following should be covered in the school behaviour policy:

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for school staff accused of misconduct;
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

In providing guidance to the Headteacher, the governing board must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.

Governing boards will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

The governing board will in consultation with the Headteacher consider what the school's response will be to:

- any bad behaviour 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 or
 - ☐ poses a threat to another pupil or member of the public or
 - ☐ could adversely affect the reputation of the school.

6. The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the Code of Conduct consistently (Appendix i). The teacher treats all children in their class with respect and understanding.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour in the Learning Behaviour Diaries.

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

The power also applies to **all paid staff** (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is **in school or elsewhere** under the charge of a teacher, including on **school visits**.

Teachers can also discipline pupils for **misbehaviour outside school**.

Teachers have a specific **legal power to impose detention** outside school hours.

Teachers can **confiscate** pupils' property.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

7. The Role of Non-Teaching Staff

It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their group behaves in a responsible manner during lesson time.

The staff at Prescot Community Primary & Nursery School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All non-teaching staff treat each child fairly and enforces the Code of Conduct (Appendix i) consistently and treat all children in their group with respect and understanding.

Support staff should report any significant incidents back to the class teacher.

8. Parental Involvement

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents/Carers can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times. (See Code of Conduct Appendix i)
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers. (Appendix ii. Parent/Carer Code of Conduct & Appendix iii Home-School Agreement)

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents/carers into school and make them feel valued.
- Clearly define the role of parents/carers in school, matching interests and skills to activities.
- Develop good communication between parents/carers and school.

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

Where a child is not a registered pupil and other suitable arrangements are not made, the parent may receive a school attendance order from the **local authority** requiring them to register their child at a school.

For school-registered **pupils** or those attending Pupil Referral Units (PRUs), **parents** must ensure that their child attends punctually and regularly. If they do not, the **school**

or **local authority** may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The **local authority** may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the **pupil** himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

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 £50 (rising to £100).

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 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. Failure to attend may make it more likely that the court will impose a parenting order if the **school** or **local authority** applies for one.

9. Work Matched To Needs - Promoting Self Esteem.

Staff aim to promote positive self-esteem by:

- Providing opportunities in a challenging curriculum for children to work at their own level in order to achieve success.
- Helping children gain confidence in their own ability.
- Offering extra-curricular clubs to provide opportunities for new talents to surface.
- Supporting a strong pupil leadership initiative in school.
- Motivating children to improve their performance.
- Encouraging children to take pride in their achievements, sharing their ideas and skills with others.

10. Strategies

In order to assist with the implementation of our discipline policy, **staff** should:

- Aim to be good role models.
- Supervise children to and from classrooms, into cloakrooms and to and from playgrounds. (Where possible year groups can work together)
- Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running.
- Encourage toilet visits at breaks and lunchtimes.
- Encourage group/ring games in the playground, placing emphasis on taking turns
- Give reasoned explanations for the Code of Conduct and resulting sanctions
- Use keywords for reinforcement e.g. kindness, care and consideration, sharing, friends.

- Use the House Point System to consistently reinforce positive values and attitudes.
- Praise individuals, groups, classes or departments as and where appropriate.
- Ensure that resources are clearly labelled, easily accessible and that children have some responsibility for their care.
- Actively support parental involvement in school and remind parents that they have a valuable role to play.
- Ensure copies of the Code of Conduct are included in parental information booklets.
- Utilise present communication systems in school, eg: Twitter
- Use identified procedures for non-attendance, persistent lateness.
- Involve outside agencies where necessary through consultation with the Special Needs Coordinator.
- Arrange for counselling in school with an appropriate adult.

11. Classroom Management and Procedures

To promote good discipline within the classroom staff should aim to:

- Work with the children to establish a set of class rules which should be based on the **principle that everyone has a right to learn and a responsibility to allow others that right.**
- Use the **‘Learning Lighthouse’** Consequence system to ensure clarity and consistency across school.
- Establish defined classroom areas.
- Label resources clearly and make them easily accessible.
- Design classroom layout to facilitate ease of movement.
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly.
- Place emphasis on independent learning.
- Avoid queues.
- Be well prepared and organised.
- Allow adequate time for tidying up.
- Make expectations clear to children and parents, when applicable.
- Share responsibilities between all children.
- Avoid shouting, use eye contact, gesture, etc.
- Maintain a quiet, calm atmosphere.
- Encourage children to raise their hands rather than interrupt.
- Send children to collect resources in small groups.
- Be ready in the classroom to greet children before the start of each lesson.
- Involve children in the organisation of systems wherever possible.
- Be positive e.g. use of 'please walk', rather than 'don't run'.
- Record class behaviour (both positive and negative) in Learning Behaviour Diary

12. Positive Behaviour Management

Behaviours which may signify emotional and behavioural difficulties

There are a number of behaviours which may signal the need for special provision. Most obviously, these include bullying, disruptive behaviour and poor temper management. Less obviously, these include poor motivation, poor organisational skills and poor concentration.

The most important cause of behavioural difficulties – Limited Self-Esteem

The most important cause of behavioural difficulties in children is their limited self – esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by:

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends.
- Experience difficulties in making friends.

Dealing with emotional and behavioural difficulties in school

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

We have specialist staff in school who can give guidance and share techniques for pupils who have specific behavioural or emotional needs.

Ten Simple Guidelines for Positive Behaviour Management

- 1.** Establish a friendly, positive, supportive relationship with the pupils in your care.
- 2.** Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.

3. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
4. Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
5. Know the school/class rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
6. Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do.
7. Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
8. Avoid telling a pupil off in public.
9. Avoid the use of sanctions when support strategies will suffice.
10. Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

13. Behaviour Modification

This process can be used with individual groups of children, classes or year groups as appropriate. All members of staff involved with the target group should work corporately and consistently.

Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with Senior Management and Special Needs Coordinator.

- **Ignoring** i.e. where practical, ignore inappropriate behaviour, praise appropriate behaviour (role models).
- **Positive Questioning** e.g. what are you doing?, what should you be doing?, Good you know what to do so can you do it,
- **Positive Choices** If you do this, then this will happen (positive outcome) If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do
- **Learning Behaviour Diaries**. These books will tell the story of the behaviours evidenced in each class during a week. Collected every week by the Deputy and positive behaviours are rewarded or reinforced. Some pupils who have made inappropriate choices will be asked about their choices.
- **Behaviour Report Card**. If a pupil is persistently making inappropriate choices, liaise with parents and put on a behaviour report card for a week.
- **Compliance Training** i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.
- **Code of Conduct/Rules** i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- **Modelling** i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.

- **Distraction** i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- **Time Out** i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.

14. Poor Behaviour and Discipline

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction on that pupil.

To be lawful, the sanction (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be reasonable. In determining whether a punishment is reasonable, *Section 91* of the *Education and Inspections Act 2006* says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to certain adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal Punishment Is Illegal in All Circumstances.

Schools will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the School's Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

15. Malicious Allegations

Allegations of abuse will be taken seriously, and the 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. Suspension will not be used as an automatic response when an allegation has been reported.

16. Pupils' Conduct Outside the School Gates - Teachers Powers

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *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 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 or
 - ❖ poses a threat to another pupil or member of the public or
 - ❖ could adversely affect the reputation of the school.

17. Confiscation of Inappropriate Items

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.

[?] Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal 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.

18. 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 committing an offence, injuring themselves or

others or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher 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. Force **cannot** be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

Please Note: Parental consent is not required to restrain a pupil.

What Is Reasonable Force?

- 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.
- 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.
- 'Reasonable in the circumstances' means using no more force than is needed.
- 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.
- **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.
- 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 head teacher 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 judgment 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.

Schools can 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.

Schools cannot:

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

Communicating the School's Approach to the Use of Force

- Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEN.
- Schools do not require parental consent to use force on a student.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Staff Training

The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

Telling parents when force has been used on their child

If the use of force has been applied to a child then a record will be made and the parents/guardians will be informed.

In deciding what is a serious incident, teachers should use their professional judgment and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff;

19. Rewards

We aim to reward positive rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For the majority of children this approach will work, sanctions should be needed only for a minority of children.

It is essential that the main focus for rewards and sanctions should be within the classroom, extending to Senior Management where necessary. They should be applied in a fair and consistent manner with appropriate parental involvement.

These can be given to individual children, small groups, classes, year groups or departments as appropriate by:

- Classroom Assistants, all support staff and volunteers
- Class teachers
- Peripatetic teachers
- Key Stage Phase Leaders
- Deputy Headteacher
- Headteacher
- Midday Supervisors

Rewards can include the following:

- Written praise e.g. a positive comment on work, report,
- Verbal praise e.g. to the child, parent, another adult in school
- Peer group praise e.g. a clap, name read out in class assembly
- House points, certificates for academic and non-academic achievement
- 'Splat' badges and special curriculum badges
- Trophies and Special Awards e.g. Citizenship
- Placing value on achievements e.g. work shown to another class, work photocopied to take home, work shown in assembly or 'tweeted' to the wider school community
- Special responsibilities e.g. being a House Captain, Digital Leader, School Council rep.
- Child, group or class, singled out as a role model
- Deputy's rewards including a letter of praise sent home
- Sitting on the VIP bench in assembly/mascot carrier
- Children will be encouraged to reward their peers or members of staff to share positive behaviour seen from a younger viewpoint.
- Work published on 'PCP Pupil Bloggers' or Twitter feeds.

House System

The House system operates consistently throughout the School as follows:

- Classes are divided into 4 houses – Red, Yellow, Green and Blue.
- Weekly House Point sheets will be displayed in classes.
- Children will be awarded house points for personal and social achievements, (in line with SMSC values/mottos for each House). See House Point Currency charts. Once given, House Points should not be taken away.
- Year 6 monitors will total up the points on a weekly basis.
- At the end of each week, the House Point scores will be revealed in assembly. Each House will earn some 'House Potion' which will accumulate over the half term to give a half-termly winning House. The children in this House will then be awarded a shared experience eg: a games/cinema/sports afternoon. Bonus potion can be awarded for brilliant news/behaviour shared during the assembly.

20. Sanctions

The following can be imposed by the Class Teacher:

- Withdrawal of privilege relative to misbehaviour
- Playtime 'detention' may be given for a serious offence
- Parents informed and involved in the behaviour management process
- Use of Behaviour Report Card Stage 1 (with some SLT involvement)
- Use of Playtime Report Card (with some SLT intervention)
- Time out e.g. outside area under supervision, another group, another class
- Child to sit by teacher
- Reasoned explanation of why the behaviour is unacceptable, followed by an appropriate sanction e.g. a verbal or written apology, repetition of an unsatisfactory task.
- Child to assist in rectifying the problem they have caused
- A verbal reprimand appropriate to the child and misbehaviour e.g. within the group, individually
- Developmental written comment on work
- Work to be completed in the child's own time or at home.
- Child sent to another appropriate adult to explain their misbehaviour.
- Referral to Senior Management/Headteacher

Further Sanctions

In addition, the class teacher can seek the involvement of the Deputy Headteacher or Headteacher. The Headteacher can impose further sanctions.

- Trigger Behaviour Report Card Stage 2. Meeting with parents and review cycle.
- Ask parents to escort children to and from the premises before and after school, on safety grounds
- Fixed exclusion
- Indefinite exclusion
- Permanent exclusion
- Exclusions will be carried out in accordance with LEA policy and Governors directive and be used in only the most serious cases. It should provide a period

of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.

- Prior to the exclusion of a child these steps must be taken:
- Full consultation with parents well before the stage of considering exclusion is reached unless in response to a serious incident
- Full consultation with all relevant staff about the child's problems
- Involvement of the child where appropriate including reasons for action taken
- Discussion with the Educational Psychologist and/or outside agencies
- An opportunity for parents to present their case
- Pastoral support plan written.

21. Incidents of a Racist Nature

What is a racist incident?

Schools are required to use the following definition for recording and responding to racist incidents: "any incident which is perceived to be racist by the victim or any other person".

The Home Office Code of Practice explains that, *"The purpose of the definition ... is to ensure that investigations take full account of the possibility of a racist dimension to the incident and that statistics of such incidents are collected on a uniform basis"*.

In recording incidents under this definition, it is not the intention to label individuals as racist. Records of incidents are held centrally in the school and not on individual children or adults' records.

By recording all incidents the school is able to:

- demonstrate that they have dealt satisfactorily with incidents
- monitor trends and patterns of behaviour if they exist
- take preventative action against racism which may come into the school from society in general
- provide good educational responses to any behaviour that is of concern.

Consequently, any incident which is perceived by anyone to be racist will be investigated, recorded and monitored as such. This designation does not necessarily mean that racism has occurred. In investigating any incident as defined above the school will be seeking to establish whether any behaviour, language or expression has occurred which has caused harm or offence in relation to colour, culture, ethnic group or religion.

In some incidents it may be found that the motivation was to cause harm or offence, in others it may have been unintentional, but both would still be recorded. Intentionally racist behaviour will be dealt with differently to unintentional incidents. For example, younger pupils may unwittingly use offensive language which they do not understand and did not intend.

It is important to note that racist incidents and racist bullying can be subtle and may not always be racially explicit. These kinds of incidents can be just as damaging to victims as explicit racism. Pupils may also suspect the motives and intent of their fellow pupils when perfectly acceptable language is being used. Importantly, wherever offence is

caused it needs to be understood and resolved, and where it concerns elements related to colour, culture, ethnicity or religion it will be recorded as a racist incident.

It should be noted that under the prescribed definition racist incidents can occur without a victim or target being present, for example telling a racist joke or making derogatory remarks about a particular ethnic community. Such incidents will also be recorded and resolved. Some racist incidents involve allegations that the school itself has failed to provide equal and fair opportunities or treatment to individuals or groups on the basis of their colour, culture, ethnicity or religion. Where such an allegation is made this too will be recorded and investigated as a racist incident.

Racist incidents may include:

- Threatened or actual physical assault
- Verbal abuse
- Racist graffiti (on school furniture, walls or books)
- Distributing racist literature
- Wearing of badges or symbols belonging to known racist organisation
- Name calling
- Teasing in relation to language, religion or cultural background
- Expressions of prejudice calculated to offend or to influence the behaviour of others
- Intimidation
- Isolation and spreading of rumours
- Inappropriate and hurtful humour

N.B. This list is not exhaustive

This policy is fully consistent with and should be considered alongside the school's policy on anti-bullying but also complies with additional legal requirements for identifying and responding to racist incidents.

Expectations of pupils

All pupils, as appropriate to their age and understanding, have a responsibility for promoting a harmonious school community and challenging and/or reporting racist and other hurtful behaviours. (It is understood however that it may be difficult for pupils who are the targets of racism to report it.)

Expectations of parents

We always take parents' concerns seriously. However, the school can only respond to incidents that are drawn to their attention. Parents are expected to ensure that their children display appropriate and acceptable behaviour in and out of school with their school fellows.

When problems arise in school we will seek the support of all parents in ensuring their children understand where and why offence has been caused and what, if any, change might be necessary to adhere to the school's race equality policies.

Responding to incidents

In responding to incidents that may occur the school will aim

- to provide appropriate support to pupils
- to deal with any unacceptable behaviour,
- to prevent racism and discrimination and
- to re-establish good race relations across the school.

Support will be given to anyone who has experienced offence. Their concerns will be listened to. An investigation will look into the details of what has occurred. The cause of offence will be clearly identified and an educational response provided where appropriate.

Where offence was intentional pupils will be subject to disciplinary procedures. Where offence was unintentional pupils will need to understand how offence was caused and be supported to make any changes necessary in their behaviour.

A high priority will be placed by the school on resolving any breakdown in relationships and ensuring that pupils can move on positively from the experience.

Pupils who have experienced racism and their parents will be kept informed throughout the investigation and resolution of the incident.

At Prescott Community Primary & Nursery School, whilst we educate our children against discrimination, we acknowledge that children make mistakes and must be supported to learn from their mistakes.

Recording and Reporting Incidents

As required by the Local Authority and Home Office Code of Practice:

1. All incidents will be recorded, including the date and the names of the perpetrators and victims, the nature of the incident, and action taken in response.
2. Where racist incidents occur which involve any of the following, the advice of the relevant Local Authority adviser will be sought :
 - physical violence or serious damage to property
 - repeated or orchestrated harassment, including text messaging and cyber bullying
 - links with extremist groups, including distributing of racist literature
 - racist graffiti
 - absence related to a racist incident
 - exclusion related to a racist incident

On an annual basis the school will review incidents, causes and the impact of strategies put in place.

22. Unacceptable Sexual Behaviour

At Prescott Primary School we are clear that “Abuse is abuse and will never be tolerated or passed off as “banter”, “just having a laugh”, or “part of growing up”.

Signs a child's sexual behaviour could be unhealthy or inappropriate include:

- showing sexual behaviour that's inappropriate for their age
- sexual behaviour that's becoming a compulsive habit or happening frequently
- behaviour using force, aggression or pressuring others
- engaging in behaviour that upsets other children involved
- sexual interest in adults or children of very different ages to their own
- if it's affecting their school work, relationships or social life
- using pornography or sending explicit images online, particularly without someone's consent
- any sexual behaviour that's harmful to themselves or others.

(nspcc.org.uk)

At Prescott Primary School the term sexual behaviour is deemed to include and cover the use of sexual language.

Managing incidents of unacceptable Sexual Behaviour - including allegations of peer-on-peer abuse

The following section is primarily based upon the principles outlined in Part 5 of Keeping Children Safe in Education (DfE 2021) and is set out in the AIM Education Guidance (Carson and Aujila 2021).

Initial member of staff/witness

1. Stop the behaviour
2. Follow the behaviour policy and use of sanctions as appropriate.
3. Record and report the behaviour to designated safeguarding lead (DSL) - using CPOMS and as defined in the Child Protection and Safeguarding Policy.
4. Make a record using the AIM Checklist and Chronology forms as directed by the DSL (Designated Safeguarding Lead) /Deputy DSL

NB: If the behaviour is serious and requires an immediate referral to children's social care or the police, do not interview the children involved until this is discussed with children's social care and/or police.

1. Speak to the child to establish:

- Their view about what happened and why?
- What understanding they have of and what responsibility they take for their actions?
- Their willingness/ability to work on their sexual behaviours?

2. Speak to the child who was targeted to establish:

- The impact on them of the behaviour.
- How are they feeling about the other child now?
- What support/action they require from staff. Both immediate action to safeguard them but also on an ongoing bases as to how they feel they can be kept safe.

3. Informing parents and making referrals:

Use the AIMS checklist or Autism Guidance to decide on the level of concern; if a referral to children's social care (MASH) is needed and when, how and by whom parents of both pupils will be contacted.

- (Multi-Agency Safeguarding Hub) <https://www.knowsleyinfo.co.uk/content/knowsley-mash>

4. Developing a RAMP:

If the Checklist or Autism Guidance outcome is Problematic or Abusive/Violent the RAMP (Risk Assessment Management Plan) should be started.

Potential Outcomes

There are four possible outcomes to consider when managing reports of unacceptable/harmful sexual behaviours:

- Manage the behaviours internally using the school's behaviour policy, appropriate use of sanctions and pastoral systems.
- Identify that the pupils involved may benefit from early help.
- Make a referral to children's social care, Knowsley MASH team. (Multi-Agency Safeguarding Hub) <https://www.knowsleyinfo.co.uk/content/knowsley-mash>
- Make a referral to the police.

23. Stages Of Intervention

The school's discipline procedures can be summarised into five stages. These stages of intervention should be logged and dated in the Learning Behaviour Diaries or on Individual Record Sheets.

Stage 1

- The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties.
- If there is no improvement assistance should be sought from another adult in school
- If there is no improvement the child should be informed that parental contact will be made by the class teacher and the reasons should be made clear.

Stage 2

- Joint intervention by the class teacher and parents. The child should be included in discussions as appropriate.
- If there is no improvement the class teacher should inform the parents and child that the matter will be referred to the Deputy Head. Intervention from Deputy Head or another member of SLT.

Stage 3

- If there is no improvement, the Deputy Headteacher will suggest a Behaviour Report Card (Stage 1) to run for one week. This will record how the pupil has behaved during lessons and at playtimes. Signed by teacher each day. Monitored by Deputy and evaluated after one week.

Stage 4

- Involvement of the Headteacher with child and parents. Behaviour Card Stage 2 started. Signed by SLT and parents/carers every day.
- Discussions between the Headteacher and parents involving the child as appropriate. The class teacher or Deputy Headteacher to be included as necessary. Involvement of appropriate external agencies may be considered.

- A contract may be agreed between school, parents and child.
- If there is no improvement the Headteacher should inform the parents of any further action which is likely to be taken, stating the reasons why.

Stage 5

- The Headteacher refers the matter to the Governing Body giving account of the action taken by school to date, supported by logged information.

24. Review and Monitoring

This policy will be reviewed every two years in line with government guidance by the governing board.

25. Links with other Policies

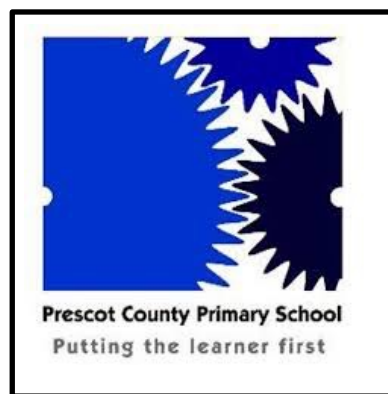
The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying policy
- Attendance Policy
- Disability Discrimination Scheme
- Equal Opportunities Policy
- Exclusion Policy
- Safeguarding and Child protection policy
- Special Educational Needs (SEN)

Prescot Community Primary & Nursery School

Putting the Learner First

Code of Conduct for Pupils



2020 - 21

PUPIL CODE OF CONDUCT

On the playground:

- **Do** look after the younger children
- **Do** pick up litter
- **Do** stand quietly after the bell and walk into school
- **Do** play safely and treat each other with kindness and consideration
- **Do** let everyone join in
- **Do** use respectable language
- **Do** walk away from trouble and tell an adult

In the classroom:

- **Do** be punctual
- **Do** use your manners
- **Do** put your hand up
- **Do** listen to the teacher and to one another
- **Do** your best
- **Do** walk in class
- **Do** tidy up
- **Do** remember homework, reading and spellings
- **Do** sit correctly
- **Do** talk quietly
- **Do** celebrate the achievements of others
- **Do** bring PE kit in at all times

In other school areas:

- **Do** walk and keep to the footpaths
- **Do** look after school property
- **Do** respect all grown ups
- **Do** keep the school tidy
- **Do** hang up coats
- **Do** wear correct uniform
- **Do** make visitors welcome
- **Do** smile and be happy

Appendix ii

Prescot Community Primary & Nursery School

Putting the Learner First

Code of Conduct for Parents and Carers



2020 - 21

Prescot Community Primary & Nursery School **Parent/Carer Code of Conduct**

At our school, we are very fortunate to have supportive and friendly parents and carers. Our parents recognise that educating children is a process that involves partnership

between parents, class teachers and the school community.

As a partnership, our parents will understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons, we continue to welcome and encourage parents/carers to participate fully in the life of our school.

The purpose of this policy is to provide a reminder to all parents, carers and visitors to our school about the expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding.

Guidance

As well as following the guidance set out in our Home-School Agreement, we expect parents, carers and to:

- ☐ Respect the caring ethos of our school
- ☐ Understand that both teachers and parents need to work together for the benefit of their children.
- ☐ Demonstrate that all members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour.
- ☐ Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue.
- ☐ Correct own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
- ☐ Approach the school to help resolve any issues of concern.

- ☐ Avoid using staff as threats to admonish children's behaviour.

In order to support a peaceful and safe school environment, the school cannot tolerate parents, carers and visitors exhibiting the following:

- ☐ Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds including team matches.
- ☐ Using loud/or offensive language, swearing, cursing, using profane language or displaying temper.
- ☐ Threatening to do actual bodily harm to a member of school staff, Governor, visitor, fellow parent/carer or pupil regardless of whether or not the behaviour constitutes a criminal offence.
- ☐ Damaging or destroying school property.
- ☐ Abusive or threatening emails or text/voicemail/phone messages or other written communication

- ☐ Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parent/staff, at the school on Facebook or other social sites. (See Appendix i). Any concerns you may have about the school must be made through the appropriate channels by speaking to the class teacher, the Head teacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.
- ☐ The use of physical aggression towards another adult or child. This includes physical punishment against your own child on school premises.
- ☐ Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child

may be seen to be an assault
on that child and may have legal consequences).

- ☐ Smoking and consumption of alcohol or other drugs whilst on school property.
- ☐ Dogs being brought on to school premises, (excluding Guide Dogs)

Should any of the above behaviour occur on school premises the school may feel it is necessary to contact the appropriate authorities and if necessary, even ban the offending adult from entering the school grounds.

We trust that parents and carers will assist our school with the implementation of this policy and we thank you for your continuing support of the school.

Inappropriate use of Social Network Site

Social media websites are being used increasingly to fuel campaigns and complaints against schools, Headteachers, school staff, and in some cases other parents/pupils.

The Governors of Prescott Community Primary & Nursery School considers the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels by speaking to the class teacher, the Headteacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any pupil or parent/carers of a child/ren being educated in Prescott Community Primary & Nursery School is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site.

All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report content or activity which breaches this. The school will also expect that any parent/carers or pupil removes such comments immediately.

In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly is the issue of cyberbullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying. Thankfully such incidents are extremely rare.

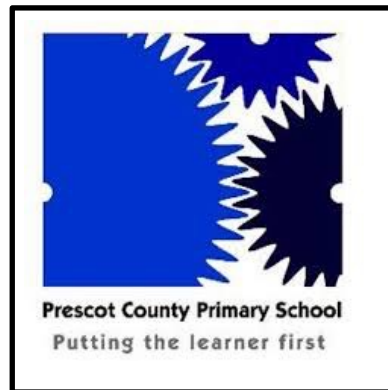
We would expect that parents would make all persons responsible for collecting children aware of this Code of Conduct.

Appendix iii

Prescot Community Primary & Nursery School

Putting the Learner First

Home School Agreement



2020 - 21

The child

I will try to:

- Work hard at school and always do my best
- Be kind to other children by my words and actions
- Keep my hands and feet to myself
- Listen to the teacher and follow class/school rules
- Develop a strong set of learning behaviours including: resilience, ambition and enthusiasm
- Be responsible for my behaviour

The parent(s)/guardian(s)

I/we shall endeavour to:

- See that my child attends school regularly, on time and properly equipped.
- Inform the school as soon as possible on the first day of my child's absence
- Keep the school informed of any concerns or problems which may affect my child's work or behaviour
- Support my child in homework and other opportunities for home learning
- Get to know about my child's life in school by attending Parent's Evenings
- Endeavour to support school events
- Support the school policy for behaviour and encourage my child to keep to the school's Code of Conduct and School Rules
- Support the school's policy on uniform

The school

The school will endeavour to:

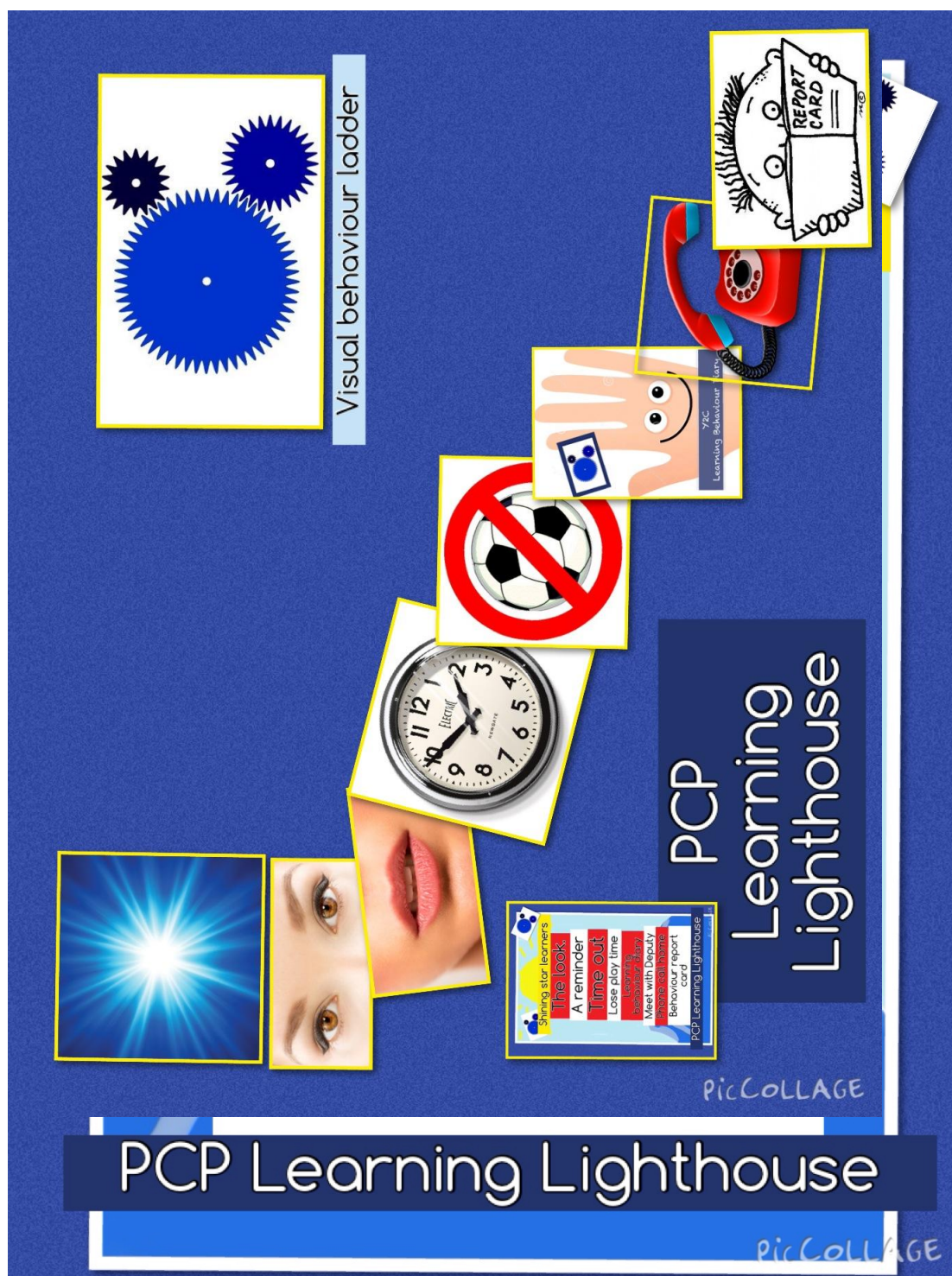
- care for your child's safety and happiness
- provide a balanced curriculum whilst meeting the needs of your individual child
- keep parents informed as to their child's progress and any concerns about behaviour, work or attendance
- hold regular Parents' Evenings and provide an annual written report
- set and mark homework
- be open and welcoming and offer opportunities for parents to become involved in the daily life of school

| | |
|-----------------------------------|-------------|
| Child's Name | |
| Signature | Date |
| Parent(s)/Guardian(s) Name | |
| Signature | Date |
| Headteacher | |
| Signature | Date |

Appendix iv

R-Y3 Visual ladder of consequences: PCP Learning Lighthouse

Appendix v: R-Y3 image-based 'ladder' of consequences.



vi. Y4 – Y6 Visual Ladder of consequences



Appendix vii: Behavioural expectations during COVID-19 Pandemic

High behavioural expectations of our children continue as before however, there are certain areas in school or in school life that must be discussed as being of particular significance during this time. These all form part of the school risk assessment and include:

- following any altered routines for arrival or departure
- following school instructions on hygiene, such as handwashing and sanitising
- following instructions on how pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus (COVID-19)
- rules about sharing any equipment or other items including drinking bottles

- amended expectations about breaks or play times, including where children may or may not play
- use of toilets
- clear rules about coughing or spitting at or towards any other person
- clear rules for pupils at home about conduct in relation to remote education
- rewards and sanction system where appropriate. NB: children can no longer be given 'time out' in another classroom or corridor. If behaviour regulations cannot be adhered to, the pupil must be collected from school.

Identify any reasonable adjustments that need to be made for students with more challenging behaviour.

Parents and pupils will be informed of behaviour expectations before they return to school. Staff must be vigilant and report any behavioural concerns to SLT.

Persistent failure to adhere to the above rules regarding hygiene, social distancing and routines will result in a phone call to parents, asking them to collect their child from school as soon as possible.

We do however, recognise that anxiety may be the cause of certain behaviours that we see in our pupils. Returning to school will be harder for some than others.

Monitoring behaviour and the course of action needed will be based on what we know about that child.

Teacher judgement will be key and communication between teachers/pastoral leads and families will be extremely important in ensuring our children can return to school in a happy, successful way.