

Great Crosby Catholic Primary School
'...that they may have life and have it to the full.'

Positive Relationships and Behaviour Policy



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At Great Crosby School we aim to create a school community where adults and children grow and develop to their fullest. Through the sharing of our Catholic faith, the promotion of Gospel values and through the values of:

Responsibility
Resilience
Respect

We endeavour for all our children to develop an awareness of God's presence in themselves and others and to: John 10:10 ... "That they might have life and have it to the full."

We expect all our children to expect the very best of themselves - to discover their talents and to leave Great Crosby with the knowledge and skills that give them firm foundations for their future. In turn, we aim to provide the very best for them, to be innovative and creative in our teaching and to believe every child can succeed. Great Crosby recognises the strong relationship between attendance, wellbeing and positive behaviour.

1. Aim of the Policy

- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To use our values to underpin our nurturing and relationship-focused approach.
- To provide a safe, respectful and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.

2. Purpose of the Policy

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship-focused approach to behaviour management. This will allow the pupils at Great Crosby to enjoy a calm and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

Our Positive Relationships and Behaviour policy is a tool used to promote positive relationships with peers and adults with the common purpose of helping everyone learn in a nurturing, empathetic and respectful environment. Consistency, and clear, calm adult behaviour underpins this.

3. Trauma-Informed and Relational Practice Principles

At Great Crosby Catholic Primary School, we recognise that all behaviour is a form of communication and that children may require support to regulate their emotions before they are able to engage successfully with learning.

We understand that some children may have experienced adversity, trauma or significant life events which can affect their ability to manage emotions, relationships and behaviour. Our approach is therefore based on understanding need whilst maintaining high expectations for every child.

We are committed to creating a safe, predictable and nurturing environment in which all children can thrive.

At Great Crosby we recognise that:



- Behaviour is a form of communication.
- Children may display distressed behaviours because of adverse experiences.
- Adults seek to understand the cause before responding to the behaviour.
- Regulation comes before reasoning.
- Relationships are central to behaviour support.
- Sanctions are proportionate and educational rather than punitive.
- Predictable routines create emotional safety.
- Adaptations are made according to need whilst maintaining high expectations.

Our approach is underpinned by the following protective factors:

Emotional safety

- Children feel safe, valued, listened to and respected.
- Adults create calm, consistent and predictable learning environments.

Trusted adults

- Every child has access to positive, supportive relationships with adults.
- Staff prioritise building strong relationships and act as secure, trusted figures.

Predictable routines

- Clear systems, routines and expectations are explicitly taught and consistently reinforced across the school.
- Predictability reduces anxiety and promotes emotional security.

Co-regulation

- Adults support children to regulate their emotions through calm, empathetic responses before expecting children to self-regulate independently.
- Staff recognise that regulation comes before reasoning.

Early intervention

- Staff identify emerging behavioural, emotional or wellbeing concerns at the earliest opportunity.
- Appropriate support is implemented quickly in partnership with parents, the SENDCO, Learning Mentor and external agencies where necessary.

All staff will adopt a **'Regulate, Relate, Reason'** approach, recognising that children learn best when they feel safe, connected and understood.

Whilst adaptations may be made to support individual needs, high expectations for behaviour remain for all pupils.

Great Crosby has been awarded with Bronze status of ATSSA; **Attachment and Trauma Sensitive Schools Award**. This accreditation framework helps Great Crosby Catholic Primary remove barriers to learning by adopting trauma-informed, attachment-aware practices for vulnerable children by all staff.

3. Consistency of Approach

In implementing this Positive Relationships and Behaviour policy Great Crosby Primary School acknowledges the need for consistency.

- Consistent **language** and consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistently use **trauma-informed strategies**, including co-regulation, predictable routines and early intervention, to support pupils who may require additional emotional support whilst maintaining high expectations for all.
- Consistent **follow up**: ensuring “certainty” at the classroom and Senior Leadership level. Teachers taking responsibility for behaviour interventions, seeking support only where needed.
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating.
- Consistent **consequences**: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent **expectations** referencing promoting appropriate behaviour.
- Consistent and **predictable systems** create emotional and physical safety.
- Consistent **respect from the adults**: even in the face of disrespectful children.
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning.
- Consistently reinforced **rituals and routines for behaviour**: in classrooms, and at the school reception.
- Consistently **behaviour is taught** the same way as academic learning. Consistent **high expectations for all**: adaptations are made without lowering expectations.
- Consistently early intervention: staff identifying emerging behavioural concerns early to prevent escalation.

Regularly, staff will remind children of our school values/rules and they will be displayed in each classroom and around school:

Our School Values
Be respectful
Be responsible
Be resilient

All staff will:

1. Greet children every morning and at key transition points.
2. Refer to Respect, Responsibility, Resilience- the behaviours they expect to see and link to our mission statement John 10:10 ... “That they may have life and have it to the full.”
3. All staff will: regulate first; relate second; reason third before restorative conversations occur
4. Model positive behaviours and build relationships.
5. Plan lessons that engage, challenge and meet the needs of all children.
6. Use emails/phone calls home after school or catch parents informally at the door to recognise pupils who go above and beyond the school rules of respectful and responsible and resilient.
7. Be calm and “give take up time” when going through the steps to success.

8. Follow up every time, retain ownership and engage in reflective dialogue with children.
9. Never ignore or walk past children who are not adhering to school rules. Develop positive relationships with parents, involving them in their child's positive and negative choices.

Senior Leaders will:

1. Meet and greet children at the beginning of the day on the playground.
2. Be a visible presence across the school and especially at transition times.
3. Celebrate children whose effort goes above and beyond expectations.
4. Regularly share good practice.
5. Support staff in managing children with more complex behaviours.
6. Monitor school wide behaviour policy and teacher practice.
7. Regularly review provision for children who may need additional support.

Pupils will:

1. Be Respectful
2. Be Responsible
3. Be Resilient

Parents / Carers will:

1. Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education.
2. Foster good relationships with the school and support the school in the implementation of this policy.
3. Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
4. Agree to follow our School Code of Conduct for Parents and Carers, including the use of Social Media (See separate policy) unless written contact made to the school to opt out stating a reason why.

4.Getting the Basics Right

Visible Consistency makes everyone feel safe. These simple consistencies are key to the success of the policy and need to be adhered to by all staff.

Before school	Children should stay with parents/carers on the yard until doors open. No ball games before school for the safety of all the school community. A member of SMT on the yard each day from 8.35am. No bikes or scooters to be ridden on school grounds.
Welcoming children	At the start of the day, children should be welcomed into school and into the classroom. This includes the Senior Leadership Team (SLT) being visible in the playground and staff standing at their classroom door.
Playtimes/ end of lunchtimes	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into school

Celebration of the Word	Children need to come into Celebration of the Word in silence. It is the Class teacher's responsibility to ensure this. Children should remain silent throughout the worship as appropriate
In the corridors	Children are expected to walk quietly in the corridors following the 'Fantastic walking' expectation
At playtime and lunchtimes	Children should be taught how to use appropriate equipment and encouraged to use these in sensible ways e.g. Jenga, Connect 4, PE games. Children should not use any apparatus without permission or supervision (trim trail). There are set days for certain activities e.g. football on Fridays with Sports Coaches.
Dining room	Children should enter quietly and remain quiet whilst queuing. Pupils should use quiet voices to talk to pupils in immediate vicinity only once sat down. Children should be responsible for their area.
After School	No unsupervised games or going on the field or trim trail. Children who are not with parents and are walking home should do so immediately. No bikes or scooters to be ridden on school grounds.
In church	Once children have entered church they should sit silently and remain so whilst waiting for the service to begin.

5. Recognition and Rewards for Effort

We recognise and reward children who consistently meet our standards in the following ways:

Classroom Level:

1. Praise for good choices.
2. You've been Crosbied tickets or Golden stickers (Nursery)
3. Selected to do jobs/given extra responsibilities in class.
4. Sent to another class/teacher/Phase Lead/SLT/Headteacher with good work to share.
5. Class reward – e.g. gems in a jar/super class points to earn whole class extra break time or a short reward of their choice e.g. half hour playing board games.

For pupils who go “over and above” (consistently exhibiting our school values/ impacting the wider school community/living out our mission statement) additional rewards are in place such as:

1. Phone call or email home to parents after school.
2. Asked to visit Assistant Headteacher / Headteacher to showcase work or share good news.

School Level:

1. Gospel Values Certificates in Star of the Week assembly each month. 1 child chosen from each class.
2. Other great news of achievements in school (e.g. Success on TT Rockstars) or in outside activities will be celebrated.
3. Star of the Term assemblies

6. Managing Daily Behaviour in the Classroom

a.) Positive Strategies Positive Recognition Systems

Each class will have a Recognition system which will focus on Learning Behaviours based on the STAR approach. STAR stands for Sit Up, Tune In, Ask and Answer Questions and Respect Everyone and Everything. These learning behaviours are explicitly taught and referred to throughout the school day.

The teacher may write/ explain the ‘STAR’ learning behaviour they are focusing on in that session/ day or week or all elements may be looked at.

The class will also agree a short reward activity should everyone reach the target e.g. gems in a jar/1000 class points. There is no material prize for class completion. Each class chooses a celebration when the whole class has contributed to the achievement. e.g. ½ hour extra play, board games, game of rounders etc. This may take place approx. once every half term.

The STAR approach allows pupils to understand how they can demonstrate the 3 school values within the classroom: Be Respectful, Be Responsible and Be Resilient.

When the teacher sees children demonstrating the focus ‘STAR’ learning behaviour, they will add to the class total (points or gems). It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session/day (depending on context) the aim is for everyone to have contributed to this.

In addition to this, children can earn ‘You’ve been Crosbied’ tokens for being spotted around school going



over and above displaying aspects of our behaviour curriculum. The behaviour curriculum is taught at the start of each term and frequently referenced in class and in assemblies. As a whole school, we will work towards key priorities over time e.g. Lining up and walking around school as and when reminders are needed. (See Appendix 4)

b.) Practical Steps in Managing and Modifying Negative Behaviour

Engaging with learning is always the primary aim. For the vast majority of children, a gentle reminder or nudge in the right direction is all that is needed. Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

Staff should always and consistently in every lesson **be praising the behaviour they want to see**. All children must be given “take up time” in between steps – allowing pupils the time and space to reset their behaviour. Children are held responsible for their behaviour.

Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Children learn that all behaviour is a choice and that consequences follow on from their choice. Good choices result in positive recognition and poor behaviour choices result in sanctions.

Children understand the hierarchy / progression of the consequences and because they are applied consistently by all adults in the school, they know exactly what will happen if they continue to make poor choices.

To help maintain a calm atmosphere, adults use the **right hand in the air signal, musical instrument** or a **rhythmic clap** to get children’s attention. Failure to follow established systems and norms may result in behaviour sanctions.

Steps to success (see chart below)

A

Steps may be escalated if inappropriate behaviour arises such as physical aggression or disrespect to staff in a Serious one-off incident. This can result in an immediate consequence and time owed/ behavioural reflection time. Parents will be informed.

Restorative Conversation should take place with all children who reach Step 4 or above. This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child’s actions. (See in Appendix 2.)



STEPS TO SUCCESS

Who parents should contact about behaviour



STEP	WHAT HAPPENS	WHO TO SPEAK TO
STEP 1 FIRST REMINDER	A reminder of the rules delivered privately.	 Class Teacher (or adult in the room)
STEP 2 SECOND REMINDER	Verbal caution delivered privately and a final opportunity to make a good choice.	 Class Teacher (or adult in the room)
STEP 3 TIME OWED	You now owe time during breaktime/lunchtime.	 Class Teacher
STEP 4 REMOVE AND RESET	You may be asked to leave the room and work in another area of school.	 Class Teacher or SLT / Phase Lead
STEP 5 FORMAL MEETING	A meeting will be held with you, the class teacher and a member of SLT/Phase Lead.	 Class Teacher and SLT / Phase Lead
	Steps may be escalated if inappropriate behaviour arises such as physical aggression or disrespect to staff in a serious one-off incident. This can result in an immediate consequence and time owed/behavioural reflection time. Parents will be informed. *Phone calls and emails should not be completed during lesson time	

KEY MEMBERS OF STAFF



S.T: Mrs Morton, Miss Sharrock, Mrs Crann



Phase Leads – Nursery and Reception:
Mrs Francis



SENDSCO: Mrs Harvey



Years 1, 2 and 3: Mrs Long



Years 4, 5 and 6: Ms Dalton



Learning Mentor: Mrs Solkin

“...that they may have life and have it to the full.” John 10:10

c.) Communication with Parents

Informing a parent when concerned about a child's behaviour or emotional wellbeing is essential. Mentioning to a parent at the end of the day is the first step. This could be done face to face or on the phone, but should be done privately away from other parents. This should be an objective and brief comment of what was occurring to disrupt learning.

If Step 5 is reached, the class teacher will organise a meeting with parents/carers and a member of the SLT or Phase Lead may accompany the teacher in the meeting. There should be a record of the meeting on CPOMS, including notes of the discussion and actions. A review meeting should be set up quite quickly after the meeting (if necessary) to monitor progress.

At this stage, consideration will also be given to implementing a Relational Support Plan (RSP). The SENDCO, Learning Mentor and pastoral team may become involved to identify unmet needs, agree appropriate support strategies and determine whether referrals to external agencies are required. Where appropriate, an Individual Behaviour Plan (IBP) may also be implemented.

d.) Persistent Challenging Behaviour

Sometimes there is need to devise specific responses to inappropriate, persistent or challenging behaviours in the classroom or the playground. Children who continue to cause concern may be:

- directed to spend lunchtime away from their peers
- directed to have lunch away from their peers
- asked to work under the supervision of the Phase Leads, Assistant Headteacher or Headteacher (internal exclusion)
- encouraged to work in another class and earn the right to return to their own class
- set specific targets to improve behaviour
- kept in at playtime / lunchtime
- asked to go home at lunchtime – this would be a suspension
- In extreme cases suspended from school for a fixed period of time or permanently excluded

Lunchtime Supervisors

Welfare staff are trained in the same restorative practices as the rest of the Great Crosby team. If a child is given a warning, and behaviour doesn't improve this will be reported to the class teacher, Phase Leads, SLT or Learning Mentor at the end of lunchtime who will determine if any additional sanctions should be imposed.

Aggressive behaviour, swearing or being disrespectful to staff will not be tolerated and children who choose this behaviour will be brought in from the playground immediately and sent to Head or Assistant Headteacher and parents will be informed.

e.) Pupils with Social, Emotional and Mental Health (SEMH) concerns/behavioural difficulties

For some pupils, the above 'Steps to Success' may not be fully appropriate. In fact, for some pupils, this strategy may further upset and cause emotional harm. In this case an alternative/bespoke approach

may be used.

A Trauma informed approach will be used for these children including practices such as a system known as 'Zones of Regulation'.

f) Relational Support Plans (RSP)

Some pupils may require additional support beyond the whole-school behaviour systems and routines. Where patterns of behaviour indicate an unmet social, emotional or sensory need, a Relational Support Plan (RSP) may be implemented.

The purpose of an RSP is to identify the underlying factors influencing behaviour and provide proactive support strategies to enable the child to succeed.

An RSP may include:

- identified strengths, interests and protective factors
- known triggers and signs of dysregulation
- agreed preventative strategies
- co-regulation strategies
- reasonable adaptations to routines and expectations
- named trusted, significant adults
- emotional regulation tools and strategies
- restorative approaches
- agreed responses to escalation
- home-school communication arrangements
- review dates and success criteria

Relational Support Plans will be developed collaboratively with the child, parents/carers, class teacher and a member of SLT, Phase Leads or SENDCO or Learning Mentor and other professionals where appropriate.

The implementation of an RSP does not lower expectations for behaviour. Instead, it ensures that appropriate support is provided so that all pupils can successfully meet Great Crosby's high expectations.

7.Responding to Inappropriate Behaviour:

Pupils displaying consistent inappropriate behaviours will be triaged by members of the SMT and SLT to unpick

a.) Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take a variety of forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups. For example, on grounds of race,

religion, gender, sexual orientation, special educational needs or disabilities. It might be motivated by actual differences between children, or perceived differences.

In school we use the acronym **STOP – Several Times On Purpose** when teaching children about bullying. Bullying can be planned and organised or unintentional. It may be perpetrated by individual or by groups of pupils. Bullying is not the same as quarrelling – all children will fall out with each other from time to time. This also includes rough playground games which are due to unthinking children rather than intentional behaviour. This is also true of an individual losing their temper and saying hurtful things. Not all aggression is bullying, nor all name calling. It becomes bullying when it is exercised through the use of power rather than an exchange between equals.

Great Crosby has an **Anti-bullying policy** in place (see website for details) to deal with potential bullying as soon as it is detected. Our aim is to create an environment that prevents bullying from being a serious problem in the first place. We are proactive about developing a culture of respect between staff and pupils which extends beyond the classrooms into the corridors, lunch hall and playgrounds and beyond. We aim to embed a deeper empathy for others through restorative conversations, supporting our children to understand how their actions affect others.

b.) Zero-tolerance approach to child on child abuse, sexual harassment and sexual violence. (In line with KCSIE)

All allegations of child-on-child abuse will be recorded as a child welfare concern and will be dealt with in line with the school behaviour policy and anti-bullying policy.

Great Crosby recognises that children sometimes display abusive behaviour and that such incidents or allegations must be referred on for appropriate support and intervention. Child-on-Child is abuse and will never be tolerated or passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’. Please refer to the school’s Safeguarding/Child protection policy for further details.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Where a child has suffered or is likely to suffer significant harm a safeguarding referral will be made into the Sefton MASH.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be. Children are regularly reminded of the Safeguarding Team of adults who they can speak to at any time.

The school’s response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally

- Refer to early help
- Refer to children's social care
- Report to the police

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

c.) Interventions

If one or more children are struggling with inappropriate behaviour our Learning Mentor and significant adults will work to support the struggling child in developing personal awareness, social and self-management skills. This support will be monitored over a set period of time and parents will be fully informed and involved in the process.

d.) Extreme behaviours and suspension / exclusion

Some children exhibit particular behaviours based on early childhood experiences, trauma and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child.

A behaviour plan will be filled in with the member of staff who has the strongest relationship with a child demonstrating extreme behaviours and our Learning Mentor, Phase Leads SLT and Governors may support the pupil if appropriate. Parents will be consulted prior to this taking place.

When dealing with an episode of extreme behaviour, a child may need to be positively handled if they or another person is unsafe. This will only be used as last resort – see section e) below and the Restrictive Interventions policy on the website.

The school will record all serious misbehaviour incidents on CPOMS.

Suspensions may occur following extreme incidents at the discretion of the Headteacher.

A suspension will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

Serious misbehaviour is defined as:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item

- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Repeated breaches of the school rules that lead to unreasonable high-level disruption of children's right to learn
- Serious/ continued bullying incidents
- Vandalism leading to significant damage of school property and resources
- Possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

For repeated or very serious acts of misbehaviour, the Headteacher may permanently exclude a child. The Headteacher will be guided by DFE and LA advice on exclusions. The Chair of Governors will be consulted if

either of these sanctions are deemed necessary.

e.) Restraining Pupils

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in the Department for Education (DfE) [guidance on restrictive interventions, including the use of reasonable force, in schools](#). Teachers at Great Crosby never use force as a punishment for bad behaviour. They may however, *intervene physically* to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take under these circumstances are in line with government guidelines on the restraint of children. Staff members are trained in Safer Handling approaches set out by 'Team Teach' which focuses on de-escalation strategies and restoration. See the Positive Handling policy for further information.

f.) Pupils with Special Educational Needs

Where pupils have special educational needs, there may be situations where the sanctions and rewards may need to be modified accordingly to suit the pupil concerned. This will be done in consultation with the SENDCO, Headteacher and class teacher. The SENDCO may need to liaise with external agencies as necessary.

g.) Off-site behaviour

Sanctions may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

h) Confiscation

Any prohibited items (listed in section d above) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

This policy will be reviewed annually. It should be read in conjunction with the following policies:

- Code of Conduct for Parents including Social Media Use
- Anti-bullying Policy
- Positive Handling Policy
- RHSE policy
- SEND policy
- Equal Opportunities policy

8. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- (DfE) [guidance on restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

9. Monitoring and review

This policy will be reviewed every 2 years by the headteacher.

At every review, this policy will be approved by the full governing body.

10. Links with other policies

This policy links to the following policies and procedures:

- Anti bullying policy
- Child protection and safeguarding policy
- Use of restrictive interventions policy (including reasonable force and seclusion)
- Complaints policy
- Health and safety policy
- SEND policy

Appendix 1 - Examples of 30 second scripts

Privately where possible, this should be a calm approach using the child's name, taking place at the child's level giving eye contact and delivering a clear message before moving away to give take up time.

1. Reminder:

I noticed you chose to.... (noticed behaviour)

This is a REMINDER that we need to be (Respectful, Responsible, Resilient)

You now have the chance to make a better choice

Thank you for listening

2. Last Chance

I noticed you chose to..... (noticed behaviour)

This is the _____ time I have spoken to you.

Think carefully about your next step.

I know that you can make good choices.

Thank you for listening/I'm glad we had this conversation

3. Time Owed

I noticed you chose to.....(noticed behaviour).

You had at least 4 opportunities to make better choices. You now owe me 2/5/10 minutes at (Break/Lunch)

4. Internal referral

I noticed you chose to... (noticed behaviour)

You need to:

In school – 1. go to Year / 2. go to Headteacher's office

Playground - 1. Stand by a staff member / 2. Stand on wall / 3. Go to Headteacher's office.

I will come and speak to you in three minutes.

Appendix 2 – Restorative Questions

1. What happened?
2. What were you feeling/thinking at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What should we do to put things right?
6. If this happened again, how could you do things differently?

Appendix 3 - Discipline in Schools- Teachers' Powers Key Points:

- 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 (Section 89 of the Education and Inspections Act, 2006).
- Teachers have a specific legal power to impose detention outside school hours
- Teachers can confiscate pupils' property.

Appendix 4 – Behaviour Curriculum

Early Years Foundation Stage (EYFS) will progress towards this Behaviour Curriculum throughout the year.

It is important to know that adaptations should be made to all of the following in order to meet the needs of any individual child. These adaptations should be made known to any adult who comes into contact with these children.

At the start of the day - children are expected to:

- Enter the building quietly and make their way to their designated cloakroom.
- remove their reading book, water bottle, snack and any homework from their bag to take with them into the classroom.
- hang up their coat and bag on an allocated peg. If applicable, a child should then make their way to the lunchbox trolley to neatly stow their lunch box.
- enter the classroom and put their items away:
- Snacks should either be put into the child's tray or designated place within the classroom/ cloakroom
- Homework will be put in the designated place on the day that it is due.
- Water bottles will be placed in the designated place within the classroom, so that they are close-by but will not spill on to work.
- sit at their designated seat and begin their morning challenge
- Children do not leave their seat without consent from a member of staff.
- Y5/Y6 - mobile phones should be placed in designated cupboard and locked away until hometime

At the end of the day - children are expected to:

- Ensure their space is tidy and all items are in their correct places.
- In tables or small groups, children retrieve their belongings from the cloakroom cupboard whilst being supervised by an adult.
- Children return to the classroom to put on their coats and put any items in their bag, including water bottles whilst another group is sent to retrieve their belongings.
- not switch on mobile phones until off the school premises

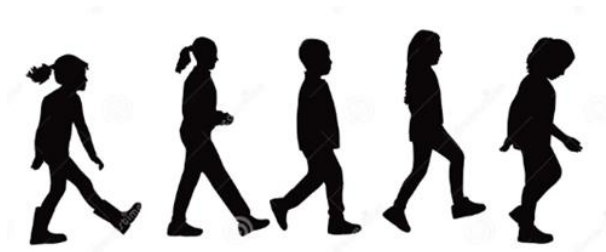
When ready, the children will either:

- in EYFS, children will remain seated and wait for the class teacher to call them forward to go out to their grown-up.

- in Key Stage1/Key Stage 2, children will push their chairs in, line up with their belongings and will be escorted to their designated exit by classroom staff.
- be dismissed with a 'Good afternoon and thank you Mr/s XX'
- if a child is being collected, a member of staff will ensure that the child goes to their grown- up. Eye contact must be made between child and parent before leaving their teacher
- if a child is walking independently (previously agreed) the child must exit the school grounds in a calm manner and make their way home.

Moving around school - children are expected to:

- know that we walk around school using **Fantastic Walking**
- know that Fantastic Walking means -
- **Facing forwards,**
- **walking at a steady pace,**
- **in a straight line,**
- **without talking.**
- move around school using the left of the corridor when possible
- know that we use Fantastic Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.



A member of staff will lead the children at the front of the line and when possible, another member of staff will position themselves at the end of the line.

If a child requires a staff member's attention during lining up or transitioning around the school, they will raise their hand and be spoken to when appropriate.

If children are transitioning around the school alone (e.g., to go to the bathroom or cloakroom) they should walk sensibly and silently.

Lining up - children are expected to:

- line up in silent alphabetical lines when the school grounds.
- know that they should line up without the walls and displays while moving around



moving around
leaning against
school.

Assembly expectations - children are expected to:

- enter religious or worship celebrations in silence with their hands joined.
- follow hand signals from staff to be shown where to sit.
- remain silent when seated whilst waiting for the rest of the school to arrive.
- leave the hall with reverence and respect, as instructed by staff

Showing respect around school - children are expected to:

- know that they should let any waiting adults through a doorway before walking through themselves.
- know that they should say 'Good morning/afternoon' to adults if spoken to.
- know that it is polite to ask questions such as "How are you today?", "Have you had a good morning?"
- know that it is important to show gratitude to others by thanking people for what they have done for them.
- know that it is important to have good manners so that people act politely back to them.
- use the playground litter bins

In class - children are expected to:

- know where they sit in class during lessons (including 'carpet places')
- know the routine for handing out and collecting exercise books in the classroom.
- know that they should try to only go to the toilet at playtime or lunchtime.
- know that you need to get equipment out ready for the lesson and to look after it.
- know that you do not enter school without permission at break times/lunchtime.
- know that you do not enter a classroom without an adult present.
- Follow the 'star' routine at all times - Sit up, Tune in, Ask and answer questions, Respect everyone and everything

Completing work in books - children are expected to:

- always take pride in their work
- know how to set out work in books according to the Great Crosby Policy (DUMTUM)
- know that they must use 'one square, one digit' when writing in maths books.
- know how to underline titles using a ruler.
- know how to correct mistakes by drawing a straight line through their work.

Morning break routine – children are expected to:

- walk from their classroom to the playground using 'Fantastic Walking'.
- only have a healthy snack - those with unhealthy snacks should be reminded of this rule
- play safely without hurting anyone.
- treat all equipment with respect
- not 'play fight' because they may hurt someone by accident.
- be kind, by including people in their games and sharing equipment.
- know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- only go to areas they have permission for
- when called, must line up in their lining up order quickly.
- be collected from the yard by class teacher from the yard.

Lunch time routine - children are expected to:

- know where to line up to enter the lunch hall
- know where they sit in the dinner hall during lunchtime.
- use a quiet voice in the dinner hall.
- sit at the tables until instructed to collect lunch
- know their lunch choice prior to entering the lunch hall
- always try to use a knife and fork correctly (this will be explicitly taught in EYFS and Key Stage 1
- finish what they are eating before leaving their seat.

- not leave the hall without permission
- not run in the lunch hall
- use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to midday supervisors.
- listen to the welfare staff with respect
- pick up litter in the lunch hall and make sure any food dropped on the floor is cleaned up
- only use allocated toilets
- take any uneaten/unopened packed lunch food home

Manners (Respect) - Children know that part of being respectful is to be polite. At Great Crosby we expect children to know the following:

- **Staff** - pupils know that they must use full names when talking to members of staff (e.g. Mrs XXX or Mr XXX).
- **Thank You** - pupils know that they should say 'thank you' when they receive something or someone does something nice for them.
- **Excuse Me** - pupils know that they should say 'excuse me' if someone is in their way
- **Please** - pupils know that they should always say 'please' when they are asking for something.

Uniform - Children are expected to:

- always follow the uniform policy
- if wearing an incorrect uniform/jewellery etc. be discreetly reminded of the rules

(an email home will be sent home to remind parents of who persistently arrive in incorrect uniform)

Trips - Children are expected to:

- behave as role models for Great Crosby
- be responsible, respectful and resilient both inside and outside of school