Cannington Church of England Primary School

Together we grow, flourish and thrive. Psalm 92. 12-15

Behaviour & Discipline Procedure
(For building positive relationships)

Agreed: September 2026
Review: September 2028

Aims:

Our three main aims are: Be Ready
Be Respectful
Be Safe

These aims are achieved by:

- Encouraging students to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- Providing a safe, happy and friendly environment which encourages everyone to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- Enabling staff to support children with their behaviour through providing students with strategies to manage their own behaviour.
- Maintaining a calm and purposeful working atmosphere.
- Ensuring that all children and adults have a sense of belonging, feeling safe, secure and valued.
- Providing a clear, fair and consistent approach to behaviour.
- Fostering, nurture and value strong and healthy relationships.
- Ensuring that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- Ensuring that there is complete consistency from staff in the implementation of the policy.

At Cannington C of E Primary School, we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave appropriately. We want to encourage these children and encourage the children who may not behave appropriately sometimes to self-regulate their behaviour positively.

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
Use of reasonable force in schools
Supporting pupils with medical conditions at school
It is also based on the special educational needs and disability (SEND) code of practice.
In addition, this policy is based on:
Schedule 1 of the Education (Independent School Standards) Regulations 2014
DfE guidance
This policy complies with our funding agreement and articles of association.

Principles:

- We follow three rules: Be ready, Be respectful, Be safe. These rules are broken with the children and regularly referred to. For example, "I've notice that you are swinging on your chair. Please remember to keep yourself safe."
- Positive relationships are imperative to our practice between all members of our school community.
- Children and adults have a sense of belonging, feeling safe, secure and valued.
- People learn to cope with all aspects of their lives with support from others.
- The importance of fostering social relationships in a school community of mutual engagement.
- Responsibility and accountability for one's own actions and their impact on others.
- Respect for other people, their views and feelings and circumstances.
- Empathy with the feelings of others affected by one's own actions.
- Commitment to an equitable process.
- Active involvement of everyone in school with choices about their own lives.

Roles and Responsibilities:

<u>Local Governing Committee</u>

- The local governing committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

<u>The Headteacher</u>

- The headteacher is responsible for reviewing and approving this behaviour policy.
- The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

<u>Staff</u>

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Be ready, Be respectful, Be safe.
- Encourage pupils to show respect for members of the community and the environment.
- Speak politely and calmly and respect everyone's personal space.
- Develop positive relationships with pupils, parents and colleagues.
- Treat all members of the community equally, fairly and consistently, meeting their individual needs.
- Pass on the positive
- Recording behaviour incidents on our Child Protection Online Management System (CPOMS)

- **Expectations of Pupils and Parents:**

We expect all pupils to respect the feelings of others and to treat everyone as they would like to be treated.

We expect children to:

- Follow the three school rules: Be ready, Be respectful, Be safe.
- Behave in an orderly and self-controlled way.
- In class, make it possible for all pupils to learn.
- Be respectful to one another, speak calmly and courteously.
- Do the simple things right – arrive in school on time, wear our school uniform with pride, bring the correct equipment for learning.
- Moving around the school quietly.
- Speak to an adult if they have any concerns.
- Work restoratively to avoid conflict and respect the right of others to be different.
- Listen to the views of others and accept their rights to hold those views.
- Respect the school building, facilities and equipment.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

We expect that parents and carers will:

- Be ready, Be respectful, Be safe.
- Work in partnership with the school staff to ensure that their child can achieve the best of their ability.
- Respecting school decisions and following procedures within in policies.
- Ensure that their child is in school on time, dressed in the correct uniform.
- Support their child with their learning at home.
- Support the school in modelling polite, calm and orderly behaviour
- Encourage their child to show respect for members of the school community and the environment.
- Work with the school to ensure their child follows the three school rules: Be Ready, Be Respectful, Be Safe.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Praise and consequences:

We always praise in public (PIP) and repair in private (RIP)

Positive behaviour will be rewarded with:

- Praise
- Dojo points
- Dojo certificates for milestone totals
- Sharing work with other staff members
- Dojo messages or conversation with parents

- Recognition from headteacher
- Headteacher awards

However, we understand that occasionally children will communicate through inappropriate behaviours. It is important to use a restorative approach to help understand what the child is communicating, so an appropriate natural consequence is given.

Firstly, children will be given positive reminders about their behaviour before a consequence is put into place:

All staff will follow the script when discussing behaviour with a child.

1. Reminder:

• I've noticed that…
• Remember the rule/expectation for…
• Leave quickly and find a child doing something positive

2. Pick out the positive:

• Reinforce positive behaviours of other children in the class.
• Remember the last conversation, and I need to see…
• I am here to help you if there is something you would like to tell me.
• At Cannington we…. I need to see you…

3. **Address environment to support refocus on learning:**

- I think you need to move to … in the classroom to help you focus on your learning.
- Consider a change of face and adults swapping roles if necessary.

4. Change of environment to complete learning.

- Take your learning to… They will have a quiet space where you can refocus on your learning.
- Consider a change of face and adults swapping roles if necessary.
- Child to return to class once learning is complete.

5. SLT involvement to support,

- Child to go to the school office to calm. Refusal to comply with this request will result in a phone call to the parent to support the school with the de-escalation of the child's behaviours.

Persistent disruption and changes of environment will result in a meeting between the class teacher and the parents. It is important to remember that all behaviour is communication, so what is the child communicating?
If there is no change in the persistent behaviours then a follow up meeting between the headteacher and parents will be organised.

Children are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt with it is finished and this needs to be clear to the child.

Restorative approach:

Our relationship policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn.
Restorative approaches are based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILTY - taking responsibility for your own actions

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

This school use restorative approaches to encourage everyone to take responsibility for their behaviours. All staff have been trained in restorative approaches and will apply them to resolving situations in the school. This approach starts with a restorative enquiry, if conflict arrives, over low level issues i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space. Questions will be first asked of the person who has been harmed and then to the harmer.

- Tell me what happened?
- Who was affected?
- How were they affected?
- How can we put this right?
- What can be done differently next time?

Format of the restorative process

- Only one person talks at a time.
- No interrupting.
- Be respectful to each other.
- Listen carefully to each other.
- Confidentiality-explain that this is between the people involved (plus parents if required).
- Be aware of any matters RE: Safeguarding. If something is disclosed appropriate measures in line with Safeguarding policy.
- If young people do not meet expectations or are still /become angry, stop mediation!

If incidents are sustained or reoccur a restorative conference may need to take place with all the appropriate affected people.

Consequences should be natural based on a cause-and-effect approach and immediate. Trauma informed approaches to understand behaviour should be used wherever possible.

Verbal feedback to parents should be given when a child has been harmed. Any member of staff should use their professional judgement as whether the parent of the harmer are informed of the incident. It should always be made clear to the parents that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

Specific Consequences

At Cannington Primary School, we believe that all behaviour is a form of communication. When children make mistakes, we seek to understand the reasons behind their actions and use these opportunities to teach, guide and support them in making better choices in the future. However, we also recognise that an important part of growing up is learning that communities, including schools, have rules and expectations which help everyone feel safe, respected and able to learn. Understanding that actions have consequences is a key life skill that helps children develop responsibility, self-discipline and respect for others, preparing them to become positive and active citizens. Therefore, while we always aim to understand and support the underlying causes of behaviour, there are times when consequences are necessary to reinforce the standards and expectations that we all share within our school community.

Children are regularly reminded that rough or physical play is not acceptable at school. We expect all members of our school community to keep their hands and feet to themselves and to interact with others in a safe and respectful way. Where a child chooses to engage in rough or physical play, they will be asked to leave the playground and spend time reflecting on their choices, either in a classroom with an adult or in a supervised area outside the staff room. In some circumstances, social times may also be used to complete learning that has been missed due to poor behaviour choices during lessons. Any consequence will always be used alongside our restorative approach, enabling children to reflect on their actions, understand the impact on others, repair relationships where necessary and make positive choices in the future.

Zones of Regulation:
This is a system that we operate in the school. Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete,

coloured zones. Zones framework provides strategies to teach our children to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. In every class during our weekly lessons, the children explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones.

To deepen children's understanding of how to self-regulate, the lessons set out to teach children these skills:

- How to read others' facial expressions and recognise a broader range of emotions.
- Perspective about how others see and react to their behaviour.
- Insight into events that trigger their less regulated states.
- When and how to use tools and problem-solving skills.

Physical restraint:

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Only staff trained in this approach can use restraint

Off-site behaviour:

Consequences may be applied where a pupil 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

Consequences 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 themselves, another pupil or member of the public
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Confiscation:

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

- 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)

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.

Racial Harassment:

Racial harassment is a form of racist behaviour, which uses intimidating threats or causes offence, by oral, physical or written insult or innuendo, depending for this effect upon the supposed superiority of one ethnic group over another. Racial harassment is the unfair treatment of an individual or a group purely on the basis of their race. It may take the following forms:
Name calling
Inappropriate jokes
Derogatory remarks
Easing/taunting
Making fun
Being/feeling left out
Physical violence
Attack on property
Offensive graffiti
Incitement to racism.

Dealing with Incidents:
All incidents that may be of a racist nature will be investigated by a member of the senior leadership team. Where appropriate, parents of all parties will be invited in to discuss the matter, and the incident will be recorded on CPOMS and also reported to the local governing committee (LGC) and Local Authority if appropriate.

Malicious allegations:
Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Pupil support:

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs 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.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.
To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Links with other policies:
This behaviour policy is linked to the following policies:

- Anti-bullying policy
- Child protection and safeguarding policy
- SEND policy
- Equality and diversity policy
- Exclusions policy