



Alsager Highfields Primary School

Mighty oaks from small acorns grow

Behaviour, Anti-bullying, and Child on Child Abuse Prevention Policy

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Chair of Governing Board: Mr Alan Stancliffe

Signature:

Date:

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Alsager Highfields school is a place where every person has the right to be themselves, to feel included and to learn in a safe and happy environment. We aim to create a learning environment where mutual respect is inherent and good behaviour modelled, valued and rewarded. We endeavour for all members of staff to be consistent in their dealings of behaviour regarding rewards and sanctions and for adults and children alike to be treated equally and with respect and kindness.

Key Points to our Behaviour Policy:

- Teachers have statutory authority to discipline pupils for misbehaviour, or instances of bullying which occur in school and, in some circumstances, outside of school. (Section 90 and 91 of the Education and Inspections Act 2006).
- The power to discipline pupils also applies to all paid staff with responsibility for pupils, such as teaching assistants and midday supervisors.
- The head teacher and senior leaders will ensure this policy is adhered to and support staff in managing behaviour, including the use of rewards and sanctions.
- The head teacher and senior leaders will ensure all staff behaviour is appropriate and will take appropriate steps to tackle instances of behaviour deemed inappropriate, or that brings the school's reputation into disrepute.
- The governing board will carry out their requirements to ensure that arrangements are made to safeguard and promote the welfare of all pupils and staff

Alsager Highfields school will:

1. Use a consistent approach to behaviour management
2. Display strong school leadership
3. Promote good classroom management
4. Use rewards and sanctions consistently
5. Use proven behaviour strategies and teach and model good behaviour
6. Support staff development in behaviour management
7. Utilise pupil support systems such as nurture
8. Liaise with parents and other agencies
9. Manage pupil transition effectively

We ask that children:

- Treat other children and adults with respect
- Speak politely and calmly to all members of the school community
- Take responsibility for their own behaviour on and off the school site
- Report any incidents of disruption, violence, bullying or any other form of harassment

- Have self-confidence and high self esteem

We ask that parents:

- Treat staff, other parents and children with respect
- Speak politely and calmly to other people
- Take responsibility for the behaviour of their child both inside and outside of school
- Work in partnership with the school to assist in maintaining high standards of behaviour
- Support staff within school when staff follow a course of action regarding behaviour
- Air any concerns and grievances about bullying, behaviour and safety directly with the senior leadership team, and not via social networking sites

We ask that all staff and members of the school community:

- Treat all children and adults with respect
- Speak calmly and politely to other people
- Praise children's efforts and achievements at every appropriate opportunity
- Reward positive behaviour with stickers, praise pads and 'self-directed' time
- Explain to children at the pupil's level what they should have done or said when pupils get it wrong
- Communicate openly and frequently with parents about their pupil's behaviour
- Be consistent when dealing with behaviour and expectations
- Deal with all incidents fairly and rapidly
- Use the school's behaviour scheme – 'good to be green' effectively.
- Listen to the concerns of pupils and parents with regards to behaviour issues
- Ensure the pupils in their care are aware of the school's behaviour policy
- Log incidents of poor behaviour on the school's safeguarding system 'CPOMS'

We ask the Head teacher:

- Publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year
- Ensure the standard of behaviour expected of pupils (Pupil Code of Conduct) is included in the school's home-school agreement (see appendix 3) which will be in all reading diaries.

Managing Behaviour

The management of behaviour is a whole school issue. We strongly believe in a positive approach to behaviour, not simply concentrating on disciplining pupils who misbehave. Pupils and staff have a clear understanding of what constitutes good behaviour, how it will be acknowledged and the consequences of misbehaviour and serious misbehaviour.

Instances of the aforementioned are recorded on the whole school management system, CPOMS. This ensures there is a clear record of behaviour patterns for individual pupils. The senior management team (SLT) will monitor recorded instances and intervene to support the class teacher as appropriate to the situation.

Teachers must be consistent and fair in the use of both positive and negative consequences (in special circumstances children with SEND may have a slightly different plan). Each day should be treated as new, therefore each pupil begins with a 'clean slate'. The pupils should be made aware that their behaviour is their choice. They choose to follow or not follow the rules.

1. Safeguarding

The school treats the safeguarding and well-being of pupils with the utmost priority. We recognise that challenging behaviour can be indicative of a safeguarding concern. Through the ongoing and regularly updated training of all staff members, we remain vigilant and aware of the types of behaviour that could be the result of a safeguarding issue. These behaviours can be both obvious or subtle. A pupil's behaviour may change gradually or suddenly and can range from a pupil having a short temper and displaying challenging behaviours, through to them becoming overly compliant, easily distracted or over reliant on adult support. Other behaviours can include:

- Low self esteem
- Becoming withdrawn
- Fear of certain adults
- Poor social relationships
- Becoming extremely passive/ aggressive

Through the regularly updated training all staff members receive, they are able to look closely for any safeguarding indicators and to use the correct methods to record and report these effectively. All safeguarding concerns are monitored, recorded and reported to the Designated Safeguarding Lead (DSL). Class teachers work with appropriate members of the Senior Leadership Team, DSL, parents, carers and relevant authorities to support the child as necessary (see Child Protection and Safeguarding Policy).

2. School Contract

The school aims to create a positive culture in which pupils feel safe and secure and where every pupil and adult is treated with courtesy and respect. We feel it is essential that pupils have a very good understanding of what excellent behaviour is expected of them and in turn, what behaviours they should expect from the adults who work with them.

Each academic year a School Council is formed with members from each class from year 2 upwards. Each member is voted for by their peers and is involved in regular school council meetings. They will be heavily involved in the promotion of positive behaviour in our school.

Alongside this, each year we have a No Bystander pledge which is signed by every pupil in the school and displayed in each classroom. We firmly believe that our school is and should be a fair and kind place for all. An example of this pledge has been included (see appendix 1).

3. Hearts and Mind Curriculum

We believe it is essential that all pupils have good behaviour and high moral standards, they must develop understanding, respect, empathy, endeavour, resilience, acceptance and tolerance. Through assemblies, class time and within the Hearts and Minds curriculum, pupils develop their understanding of the characteristics of positive relationships in the real world and online. They are also taught to respect themselves, their peers and adults, and how to formulate healthy and safe relationships. Lessons are taught weekly and linked to the whole school assemblies and through

follow up session in class. The pupils are taught to understand the importance of mental wellbeing for good health as well as the range of emotions they can experience and how to manage them appropriately. They are also taught to recognise different types of bullying behaviour and what to do if they feel it is happening to them or to someone they know.

4. Managing Behaviour

As a school we have designed our own behaviour expectations and continual breaches of our expectations leads to the **Step-Up Approach in years 1-6**. This is a school positive behaviour management framework, designed to ensure school environments remain consistently calm.

Behaviours we do not expect to see at Highfields:

1. Swearing
2. Non-compliance – saying ‘no’, refusing or ignoring
3. Lack of respect for people (back chatting etc) or property
4. Being physical with others (staff or pupils)
5. Not giving of your best – lack of pride

The **Step-Up Approach** is more in-line with our relationship-led approach, with the emphasis on connecting with pupils before correcting them, recognising that behaviour is a form of communication.

This approach has allowed us as staff to implement clear, simple school rules, positive reinforcement and predictable boundaries. The Step-Up Programme enables leaders to target the behaviours we do not wish to see in pupils and guides them to reflect on their actions, understand triggers and identify better ways forward.

For children demonstrating excellent attitudes and exemplary behaviour, they are rewarded with stars. They collect these stars on a bookmark. After the children reach the maximum number of bronze stars, they are given a certificate in assembly in recognition of their achievement. After bronze, the pupils will move on to silver, then gold, then platinum, diamond, then finally a letter of commendation.

In the EYFS the traffic light lily pad system is still in place as this works well for our youngest children. Each pupil starts the day on the green lily pad. Pupils who continually show exemplary behaviour are rewarded with stars.

This system of promoting positive behaviour should ensure all pupils’ good behaviour and hard work is recognised, particularly for those pupils who consistently achieve high standards.

Alongside our reward system, we also use verbal praise as this makes everyone feel valued and encouraging remarks from a teacher or any adult can mean a great deal to a young pupil. These should be used frequently to acknowledge all occasions when pupils are following the school code and demonstrating good behaviour. Pupils will also be given opportunities to show their work to other teachers and members of staff. We encourage the sharing of achievements and efforts with other members of staff and this helps pupils to feel valued and that their efforts are recognised beyond the classroom. Individual teachers may introduce their own rewards in addition to the whole school ‘star’ system and this is up to the discretion of the teacher.

Whole School Strategies to deal with misbehaviour

There may be occasions when pupils do not abide by our school rules and expectations and so it is appropriate for sanctions to be applied. The adult present will deal with the misbehaviour at the time. All members of staff, teaching and non-teaching, act as role models for the pupils and should behave in a restrained yet firm manner when dealing with incidents of misbehaviour, using a calm, controlled tone of voice.

In an incident in which several pupils are involved, and the facts are confused, a discussion of events that led up to the incident and the possible out-come of such behaviour, should take place. This will be carried out by the class teacher whenever possible. The discussion should be conducted in a non-threatening manner and pupils should feel that they have the opportunity to say all they wish to say and have been treated fairly. Sanctions will follow as appropriate. It should be made clear that honesty is appreciated and that telling the truth will be respected although bad behaviour cannot be condoned. When a negative consequence is given it must be made clear that it is the behaviour, not the pupil, that is being disapproved of.

Sanctions

All incidents requiring sanctions will be recorded. Sanctions must be carefully structured and follow these guidelines:

- Pupils will be given warnings before sanctions are applied
- The consequences must be used fairly and consistently

Misbehaviour at Highfields is defined as:

1. Swearing
2. Non-compliance – saying ‘no’, refusing or ignoring
3. Lack of respect for people (back chatting etc) or property
4. Being physical with others (staff or pupils)
5. Not giving of your best – lack of pride

The main sanctions used for **misbehaviour** will be the following:

- In minor incidents an acceptance that the behaviour was unacceptable and an apology will be sufficient.
- Over playground incidents and a “cooling off” period of at least 5 minutes, standing by the wall may be required. All incidences of aggression will result in time out on the wall.
- Loss of all or partial break times (pupils must be supervised).
- Writing a letter of apology or a recount of the incident identifying how the child could have managed it more positively
- Carrying out a school community task appropriate to the incident
- For serious misbehaviour or if warnings have not been heeded, pupils will be put on the Step-Up Approach.

Serious misbehaviour is defined as: Repeated breaches of the school rules and expectations, any form of bullying, sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation; vandalism, theft. Fighting,

racist, sexist, homophobic or discriminatory behaviour (see our Equality and Diversity policy for more information on discriminatory behaviour).

The Step-Up Approach at Highfields follows a clear three-week programme.

Time		
Week 1	• The target behaviour • Determine triggers • The consequence • The why	Define the exact behaviour objectively When (unstructured time) or what leads to poor behaviour? What happens immediately after the behaviour? What is the function of the behaviour? (avoidance, control, power)
Week 2	• Replacement behaviour • Paired behaviour being modelled to	What behaviour do we want to see? – Look out and identify Pair with peer who models good behaviour in area identified as needing development
Week 3	• Paired behaviour being modelled by	Pair with child who sometimes struggles with own behaviour

- Serious misbehaviour will be challenged and recorded via CPOMS. Parents will be informed.
- The SLT may ask for an apology letter to be written to those affected by behaviour/ disruption, in order for the child to reflect and recognise what they did wrong.
- On the occasion where misbehaviour is persistent, the Step-Up Approach will be implemented. In years 5 and 6, this may be coupled with Snapshot to Success which is used to monitor behaviour in lessons as per the High School Strategy.
- If the incident (can be an isolated incident)/ incidences is/are deemed to be of a very serious nature, then the following options will be considered:

a) suspension from break/ lunch times, loss of privileges

b) fixed term suspension from school

c) permanent exclusion

The Head Teacher will be responsible for deciding on the action/consequence needed, determined by the nature of the incident. This could, as aforementioned, be break and/or lunchtime detentions for the rest of the week or on occasion a child may spend an allotted period of time on an out of class exclusion. The length of time is determined by the nature of the incident. In conjunction with the above, the Head Teacher has the discretion to change the punishment throughout the course of the investigation and in accordance to the severity of the incident. In the Head Teacher's absence, a member of the SLT will deal with such cases.

Exclusions: The Head Teacher has the discretion to suspend or exclude a child from school when behaviour is deemed unacceptable.

Please refer to the following documentation for statutory guidance on exclusions: Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion. Exclusion from maintained schools, academies and pupil referral units in England (publishing.service.gov.uk)

<https://www.gov.uk/government/publications/school-exclusion>

5. Confiscation of Inappropriate Items

In the event of a pupil bringing an item to school which is either:

- an article that has been, or is likely to be used to commit an offence, cause personal injury or damage to property
- or, any item which is deemed to be inappropriate or, one that a pupil has on their person at an inappropriate time, may be confiscated, retained or disposed of by a member of staff as either a health and safety measure or, as a form of sanction. In accordance with the Education and Inspections Act 2006, the school is protected from liability for damage to, or loss of, any confiscated items.

6. Special Educational Needs and Disability (SEND)

The school recognises that persistently poor behaviour or a sudden change in behaviour, can be indicative of a safeguarding concern or, a concern with the pupil's emotional and mental health and well-being. In such cases, the pupil will be carefully monitored by staff working closely to them, alongside the senior leaders of the school (including the headteacher). When possible, additional staff members will be made available to support a pupil's need (see child protection and safeguarding policy).

SEND children

Behavioural expectations for SEND pupils are no different than for any other pupil

However, when dealing with an incidence of poor behaviour, staff must be aware that SEND children may:

- Have a lack of understanding and require additional explanation of a situation
- Not have age appropriate language skills to explain a situation clearly
- Fail to empathise with their peers or recognise more complex emotions in others
- Be easily led into bad behaviour through lack of understanding
- Have good expressive language, but large gaps in understanding or receptive language difficulties

Following an incident, it is therefore essential that understanding is checked thoroughly (e.g. by asking them to summarise what you have said). Asking 'Do you understand?' is insufficient.

For some SEND pupils, behaving appropriately is more challenging. In these cases, it is important to give the pupil a clear guide as to what is happening throughout the day (e.g. visual timetable/ objects to cue in an activity).

Occasionally pupils will not manage to conform to the school rules and expectations. This may be because a pupil has social and emotional needs which fall under the umbrella of SEND. In these situations, class teachers work with the SENDCO and appropriate senior leaders to formulate behaviour plans for these pupils laying out strategies to support their social and emotional development.

7. Positive Handling

Some individuals may react to challenge or confrontation by portraying violent or aggressive outbursts (towards their peers or staff). In such cases, it may be necessary to restrain a pupil or

remove them from a situation. As near as possible, restraints will be conducted by staff who have had positive handling training. (See appendix 2)

8. Lunchtime and Break time

Staff on duty at breaktimes ensure that Opal Play resources and equipment is used appropriately and that the games pupils play are also of the correct nature. Pupils can be removed from games or equipment can be put away if it is not being correctly used.

9. Around the School

The pupils are expected to:

- Always walk around the school and be aware of others along the corridors
- Move around the school in a quiet and thoughtful manner

10. Working with parents

It is extremely important that the school works as closely as possible with parents in all aspects of school life. Each year the behaviour policy is sent out to parents. This is to ensure that we all work together to ensure the best outcomes for each pupil. This can also include times when recurring or particularly challenging behaviour is being demonstrated. During these circumstances an individual behaviour plan is drawn up between the parents, pupils and appropriate staff members in line with the aims outlined in section 6 SEND.

Anti-Bullying and Child on Child abuse

Bullying:

Our school defines bullying as:

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. We use the **STOP** acronym to define bullying when talking to the children. **Several Times On Purpose.**

Bullying can be based on any of the following things:

- Race
- Religion or beliefs
- Culture or class
- Gender
- Sexual orientation
- Gender identity
- Special Educational Needs or disability
- Appearance or health conditions
- Related to home or other personal situations
- Related to another vulnerable group of people

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We consider acts of bullying to be serious misbehaviour and will therefore follow the sanctions outlined on page 6 and 7

Child on child abuse:

Child on child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between pupils, and within pupil's relationships (both intimate and non- intimate), friendships, and wider peer associations.

Online child on child abuse is any form of child-on-child abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, peer-on-peer grooming, threatening language delivered via online means, the distribution of sexualised content and harassment.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one pupil or young person causes harm to another, this should not necessarily be dealt with as abuse. In this case, we will follow the behaviour management actions that can be taken.

However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other pupils; or
- There are concerns about the intention of the alleged young person.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Vulnerabilities

As a school we will recognise any pupil can be vulnerable to child on child abuse including:

- Individual and situation factors can increase a pupil's vulnerabilities to abuse by their peers such as the sharing of an image or photograph

- Pupils who are socially isolated from their peers
- Pupils who are questioning or exploring their sexuality may also be particularly vulnerable to abuse
- Pupils with certain characteristics such as sexual orientation, ethnicity, race or religious beliefs
- Pupils with Special Educational Needs and/or Disabilities (SEND)

We consider any form of child-on-child abuse to be serious misbehaviour and will therefore follow the sanctions outlined on page 7

Prevention

As a school, we will minimise the risk of allegations against other pupils by:-

- Being in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2019 (and September 2026 update), providing a developmentally appropriate Hearts and Minds curriculum which develops pupils understanding of acceptable behaviour, keeping themselves safe, the nature of child on child abuse and what is meant by consent
- Having a robust Online and Mobile Technology safety programme which develops pupils' knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking
- Having robust monitoring and filtering systems in place to ensure pupils are safe and act appropriately when using information technology in school
- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued in a non-judgmental environment
- Having appropriate, sufficient and effective sanctions to deal with in
- Delivering targeted work on assertiveness and keeping safe to all pupils
- When required, developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils
- Creating a safe culture in school by implementing policies and procedures that address peer on peer abuse and harmful attitudes, promoting healthy relationships and attitudes to gender and sexuality.

Allegations against other pupils which are safeguarding issues

Occasionally, allegations may be made against pupils by other young people in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation, bullying, cyber bullying and sexting. It should be considered as a safeguarding allegation against a pupil if some of the following features are present.

The allegation:-

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school

- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Refer to our safeguarding policy for examples of safeguarding issues against a pupil that could occur.

Procedure for Dealing with Allegations of Child on Child Abuse

- When an allegation is made by a pupil against another student, or about a child on child incident they have witnessed or been a part of, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.
- The member of staff will listen to the disclosure, using open language and demonstrate understanding without judgement.
- The school and the Designated Safeguarding Lead will also take account of the wider context in which the alleged incident(s) of peer on peer abuse took place, for example the physical environment of the school; route/travel to and from school; online environment and gender norms.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The Designated Safeguarding Lead should see external advice and support to discuss the case. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate.
- If the allegation indicates that a potential criminal offence has taken place, the police will become involved.
- Parents, of both/all the student/s concerned with the disclosure/allegation and the alleged victim/s, should be informed and kept updated on the progress of the referral.
- The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy on CPOMS.
- If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.
- Where a disclosure or allegation indicates that indecent images of a child or children may have been shared online, the DSL will consider what line of action is to be taken in line with the Child Protection and E-safety policies and whether or not devices are to be confiscated, the police contacted, Cheshire East support services informed and if the images have been uploaded to the internet what specialist help may be required for the images to be removed.

We consider any form of child on child abuse to be serious misbehaviour and will therefore follow the sanctions outlined on page 7

Fairness For All

I promise to stand up against teasing language.

By adding my name I promise to stand up
for **fairness** and **kindness**
for all.

**If I hear it, I will challenge it and if I can, I
will stop it.**



Appendix 2

Positive handling

The Education and Inspections Act 2006 section 93, reinforces and replaces previous guidance. It also takes into consideration the joint guidance issued by the DfES and Department of Health, and follows the guidance for 'The Use of Reasonable Force to Control or Restrain Pupils'. This is to be followed by all the teaching and support staff, who come into contact with pupils and for volunteers working within the school. Its contents are available to parents and pupils.

Underpinning Values

Everyone attending or working in this school has a right to:

- recognition of their unique identity;

- be treated with respect and dignity;
- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- be informed about the school's complaints procedure.

The school will ensure that pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school.

Use of Physical Handling

Use of Reasonable Force - Advice for Headteachers, Staff and Governing Bodies was issued in 2011.

The main points are summarised:

- School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any related criminal prosecution
- Suspension should not be automatic when a member of staff has been accused of excessive force
- Senior school leaders should support their staff when they use this power When should reasonable force be used?
- Remove disruptive children from the classroom when they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a 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 17 others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in Alsager Highfields Primary School:

- Positive Handling uses the **minimum** degree of force necessary for the **shortest period** of time to prevent a pupil harming himself, herself, others or property.

The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

Minimising the Need to Use Force

At Alsager Highfields Primary we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. Through the Hearts and Minds curriculum pupils learn about feelings and managing conflict, where this is appropriate to their level of development. The ethos further promotes independence, choice and inclusion; pupils are given maximum opportunity for personal growth and emotional wellbeing.

All staff will use skills to defuse situations before behaviour becomes challenging and will try to de-escalate incidents should they arise. Reasonable force will only be used when the risks involved in doing so, are outweighed by the risks involved in not using force.

Types of Incident

The incidents described in The Education and Inspections Act 2006 The Use of Reasonable Force to Control and Restrain Pupils fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations which fall within one of the first two categories are:

- A pupil attacks a member of staff, or another pupil
- Pupils are fighting
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- A pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)

Examples of situations which fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom
- A pupil is behaving in a way that is seriously disrupting a lesson

Appendix 3

Pupil code of conduct taken from home school diary

Pupil Code of Conduct

At Alsager Highfields Primary School we have high expectations for all pupils, this includes good behaviour. Good behaviour and discipline are key to good education, providing a positive atmosphere for effective teaching and learning. We also aim to support the recreational and social needs of our pupils. We are a community which embraces diversity and requires consideration, acceptance and courtesy in all behaviour.

Any breach of the Code of Conduct will be taken seriously and where necessary dealt with appropriate consequences in accordance with our Behaviour Policy. Sanctions against unacceptable

behaviour will be applied consistently in the interests of everyone's learning, teaching and social experience.

All children are expected to make a full contribution to the school and support the positive endeavours of all its members. Our Code of Conduct has been developed by all members of the community for the benefit of all in our community and we expect them to be kept.

Children should:

- behave in a responsible manner and are expected to do what they are told, when they are told
- always do the best they can, with their work and behaviour
- always speak politely to each other and all adults
- show consideration, courtesy and respect should be shown at all times
- should always show friendship, kindness and care to others
- always try to understand other people's point of view
- make it as easy as possible for everyone to learn and for the teacher to teach, whether this takes place inside or outside the classroom
- be silent whenever they are required to be
- walk sensibly and quietly through the school
- Help keep the school clean and tidy so that it can be a welcoming place of which we can be proud
- take pride in their appearance and possessions and have respect for other people
- should demonstrate table manners at lunchtime, eating nicely, using their cutlery properly and tidying up after themselves