



Goostrey Community Primary School

Behaviour and Anti Bullying Policy

Including Appendices:

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Anti Bullying

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Reflection Sheet

GOVERNORS' STATEMENT of PRINCIPLES of BEHAVIOUR

Summer 2026

To be reviewed Summer 2027

Governing boards of maintained schools are required to publish a statement of principles of behaviour for their school. This statement is to be offered as guidance for the Head Teacher in composing a school's behaviour and discipline policy.

The following statement has been approved by the Governors of Goostrey Community Primary School.

High standards of behaviour promote effective learning; effective teaching and learning promote excellent behaviour. No child will be allowed to behave in a manner which adversely affects the learning opportunities of others.

We believe in a culture of inclusion, equality of opportunity and respect for all members of our community and in the importance of self-discipline and self-esteem. Discrimination in any form will not be tolerated. We recognise that children with specific emotional or behavioural needs will receive support to achieve the expected high standard of behaviour.

We view as essential, a system of rewards for good or improving behaviour and sanctions where standards fall below an expected level. Rewards reinforce and sustain good behaviour and encourage other children to behave well. Sanctions demonstrate that misbehaviour is not acceptable, demonstrate the disapproval of the school community and deter other children from similar behaviour and understand that actions have consequences. These rewards and sanctions must be applied consistently and fairly. However, it is

recognised that the application of rewards and sanctions must have regard to the individual situation and the individual student and the Head Teacher and staff are expected to use discretion in their use.

Behaviour Policy including suspensions and exclusions

The school has four, straight forward rules for everyone to follow:

- * **Always try your best**
- * **Be friendly and polite**
- * **Care for the others and our environment**
- * **Work hard**

Underpinned by ALWAYS TREAT OTHERS HOW YOU WOULD LIKE TO BE TREATED

Pupils' Views

Everyone should:

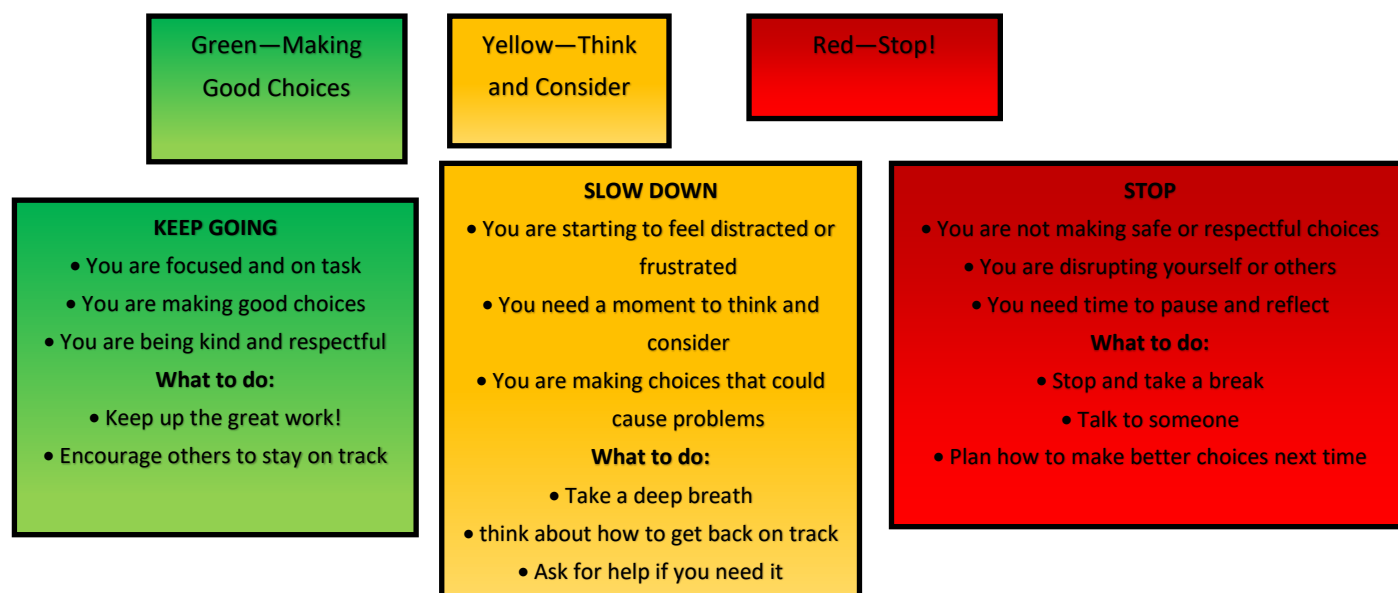
- **Follow the rules**
- **Be respected**
- **Be treated the same – no discrimination**
- **Understand consequence of action**
- **Be kind**
- **Have a voice**
- **Be safe**

We expect that children's behaviour will be monitored and the Behaviour Policy will be adhered to. This policy will be monitored through discussions and surveys with all stakeholders. It clearly states its purpose, rewards and sanctions

The Head teacher is responsible for developing the behaviour policy and deciding the standard of behaviour expected of children at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary actions for breaking the rules.

As part of our school development we introduced the traffic light system to our behaviour procedures in autumn 2026. This has been a highly successful initiative across the school (including the independently run after school club).

It is simple to follow for all the children. It rewards good behaviour and helps children stay on track when needed. All children start a new school day in green.



The Headteacher reserves the right to talk with all children and investigate appropriately any incidents that happen.

All staff are responsible for implementing agreed behaviour policies and procedures. Good behaviour is only achievable if everyone takes responsibility and follows the expectations set out in this policy.

Aims

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and for children to become positive, responsible and increasingly independent members of the school community.

As well as our four main school rules classes may also agree their own class specific protocols.

All incidents of serious behaviour breaches will be recorded on CPOMS. CPOMS is an online record of concerns school primarily used for safeguarding. This information will transfer to future schools.

Individuals or specific cohorts may require additional procedures in place from time to time. These should be agreed by all relevant staff and recorded.

School staff may record low level concerns, in note form, in the Low Level Concerns folder on Staffshare.

Celebrating Success

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued.

At our school we regularly celebrate the success of all children in a variety of ways, including:

- Praise – verbal and written as well as reward activities / events
- Sharing and celebrating success during lesson time, assemblies and through the weekly newsletters
- Stickers / house points/ marbles awarded
- Certificates, shields and cups as appropriate

Sanctions and Consequences

Although this school aims to focus on positives at all times, there are unfortunately occasions when there may be unacceptable or inappropriate behaviour.

We encourage children to take responsibility for and reflect on their behaviour as appropriate.

It is vital that children learn, early on in life that there are always consequences and often sanctions for poor and unacceptable behaviour which undermine the positive atmosphere of our school community. It is essential that the adult dealing with behaviour issues follows up any actions promptly, consistently and fully and the class teacher informed.

There should always be an opportunity for both sides to explain what happened and to try and come up with a solution. If there are sanctions these should be proportionate and the pupils understand why these are given.

Individuals involved in an incident will meet with a staff member / s who will speak with them around the following questions / prompts:

- **T**ell me what happened?
- **E**xplain who else has been affected by this?
- **D**escribe what can be done to prevent this happening again?

The 4 main school rules are discussed regularly in school, should they not be followed then a verbal warning or sanctions may be applied. Sanctions are flexible to take account of individual circumstances and incidents. Sanctions may include 'time out' -spending breaks and lunchtimes away from the other children in school, writing an apology note, a verbal warning, loss of privileges, informing families etc

If the behaviour is very serious then our usual sanctions may be waived and the situation escalate. Parents / carers will be contacted at this point.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

If behaviour results in physical or verbal abuse towards a child/adult the incident must be reported to a member of Senior Management Team.

Responses to inappropriate behaviour range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time as well as ensuring all children can play in a safe environment
- Provide every opportunity for children to correct their own behaviour, make good choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENco and support agencies as appropriate.
- Do everything reasonably possible to avoid exclusion from school. When sanctions are applied, children should be helped to understand why what they have done is not acceptable.

If the behaviour doesn't improve then the Headteacher will become involved and she will decide what action is then appropriate. This may be loss of break / lunchtime, to allow the children to stand by her office and think about what has happened. It may also involve the parents / carers involved at this stage and a Behaviour Management Plan may be required.

The school uses a wide range of consequences for unacceptable behaviour some of which are detailed below. Depending on the child's behaviour they may not go through all these steps and it is possible their actions might escalate them straight on to a Behaviour Management Plan or even suspension / exclusion.

Step 1 – may include 1 or several of the following:

- Managed by the class teacher / range of classroom strategies
- Time to regulate on the sensory walk
- Verbal reprimand a reminder or expectations of behaviour
- The setting of written task to reflect on / write account of behaviour /drawing

- Loss of playtimes / lunchtimes to reflect on their actions
- Loss of privileges e.g. alley way, astro turf etc
- Lunch with a senior leader or class teacher to reflect on their behaviour
- Discussion with senior leaders and / or the headteacher
- School based community service e.g. tidying book shelves
- Record behaviour / incident / concern in teachers' notes, low level concerns and / or CPOMs
- Time out in another classroom or in a room with a senior manager
- Some pupils may benefit from a RAMP – Reducing Anxiety Management Plan to identify the inappropriate behaviours and strategies to help overcome these.

Step 2

- **Behaviour report**, for individual children, completed by class teachers and information collated by the headteacher. Parents will be informed if their child is on behaviour report and the possible outcomes.
The behaviour report will involve the child understanding what they need to do to behave appropriately in school and gain high scores. Four scores will be given throughout the day – before break, after break, lunchtime and afternoon. Each score will be out of 10 – totalling 40. If a child receives totals of less than 20, over 5 consecutive days then they move on to a Behaviour Management Plan. Alternatively, if a child achieves a daily total of 38+ over a five-day period then the child will come off report. If a child goes on report more than three times in a term they will then move to a Behaviour Management Plan.

Step 3

- **Behaviour Management Plan** instigated with parental involvement.

Behaviour Management Plans

A child who presents with challenging behaviour, a medical condition which affects behaviour patterns or who has special educational needs may be the subject of a Behaviour Management Plan. Pupils may be on a BMP without being on behaviour report prior to the plan.

This plan sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit.

In such circumstances, parents will always be made aware of their child's Behaviour Management Plan and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home. Wherever possible and appropriate, the child concerned

will also be involved in creating the Behaviour Management Plan. The plan will identify success criteria and any appropriate time limits.

If a child's behaviour continues to be an issue, then there may be more frequent meeting with parents / carers and outside agencies involved.

There are 2 types of exclusion:

- suspension (sometimes referred to as fixed-term or fixed-period exclusion)
- permanent exclusion (sometimes called expulsion)

The school will always follow Cheshire East protocol and take their advice if necessary.

Suspensions

A suspension is when your child is removed temporarily from school. They can only be removed for up to 45 school days in one school year, even if they've changed schools.

If a child has been suspended for a fixed period, schools should set and mark work for the first 5 school days.

If the suspension is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, for example, at a pupil referral unit.

The school will inform families straightaway about the exclusion, this may be by phone or in person. The details will be followed up, in writing either by email, if this is not acknowledged by the family we will then post the details to the home.

These details will include:

- the reasons for the suspension
- the start and end date of the suspension
- arrangements for continuing education
- information about your rights

When the child comes back to school at the end of the suspension period, we will arrange a 're-integration meeting' with the family to discuss next steps. It may be appropriate at this point to refer to other support agencies.

Lunchtime Suspensions

Pupils who misbehave at lunchtime may be suspended just for the lunch period. Each lunchtime suspension counts as half a day and should never continue indefinitely.

If a pupil is entitled to free school meals the school will provide a packed lunch.

Permanent Exclusion

The final action will be a permanent exclusion where a pupil is no longer allowed to attend the school and this may result in a managed move to another school. A permanent exclusion will be considered if the child's behaviour continues to be a major concern, with no signs of improvement and as such a risk to others.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence.

These may include:

- Serious actual or threatened violence against another child or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property

Screening, Searching and Confiscation

The school follows Government advice when confiscating items from children which is outlined in their document "Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies – July 2022

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff.

It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below.

The following items are what are termed 'Prohibited Items' and their presence on school premises or if found on an individual child will be considered extremely serious:

- Knives and weapons
- Illegal drugs

- Alcohol
- Fireworks / lighters/matches
- Tobacco and cigarette papers and Vapes
- Pornographic images
- Stolen items
- Fireworks
- Any article that the member of staff (or other authorised person reasonably suspects has been, or is likely to be, used:

i) to commit an offence,

ii) to cause personal injury to, or damage to the property of, any person (including the child)

Children must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the 'prohibited' items and staff have the power to search children without their consent for such items. Head teachers and authorised staff can also search for any items they consider dangerous or offensive.

There will be severe penalties for children found to have 'prohibited' items in school. In certain circumstances this may lead to permanent exclusion.

Mobile phones / electronic devices / smart watches must be placed, switched off, in school bags but must not be brought out of bags at any time during the school day.

Jewellery should be in accordance with the school uniform guidelines

Child Conduct and Misbehaviour Outside the School Premises

What the Law Allows

Teachers have a statutory power to discipline children for misbehaving outside of the school premises.

Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate children's behaviour in these circumstances "to such extent as is reasonable."

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

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

A child can only be disciplined on school premises or elsewhere when the child is under the lawful control of the staff member.

Out of School Behaviour

This school is committed to ensuring our children act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including public transport) to and from school, educational visits or other placements.
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our children, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over children in order to protect the reputation of the school.
- Protection for individual staff and children from harmful conduct by children of the school when not on the school site.
- The same behaviour expectations for children on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school

In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether children were directly identifiable as being members of the school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another child or member of staff (e.g. bullying another child or insulting a member of staff).
- Whether the misbehaviour was whilst the child taking part in a course as part of a school programme, participating in a sports event (and in any situation where the child is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other children in the future.

The Headteacher reserves the right to talk with children and investigate appropriately any incidents that could potentially threaten the reputation of the school or cause ongoing distress to children in school.

Child Support

We aim to support all our children to ensure that every child succeeds during their time at Goostrey Primary School. Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies which can be used to support children.

These may include specialist advice and support plans and increased communication between home and school.

This Policy should be read in other policies and especially the following:

- Special Educational Needs Policy
- Health and Safety Policy
- Admissions Arrangements
- Complaints Procedure
- Equality Scheme and Statement
- Child Protection Policy including Whistleblowing Procedures
- E-Safety Policy
- Home School Agreement
- Appendices 1 to 5

APPENDIX 1

EXPECTATIONS

Home School Agreements

We ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school including those around behaviour and attendance.

What Staff Expect from Children

- arrive at lessons on time, ready to learn
- stick to the school and classroom rules. Follow all procedures and don't disrupt the learning of other children.
- follow instructions given by staff and other adults, in school, first time
- use appropriate and polite language and use good manners - be kind and tell the truth
- listen to others' ideas and work co-operatively
- learn from mistakes
- care for the classroom and resources, respecting others' property
- value other individuals and their contributions to lessons
- lead by example creating a good role model for younger children in the school
- accept responsibility for their own behaviour
- to be proactive in discussing ways forward
- use ICT in accordance with school policy
- report to a teacher or other adult any inappropriate behaviour by others including through the use of technology
- behave appropriately when out at play or lunchtime - no rough or unfair behaviour.

- be proud to be an ambassador for the school.
- behave appropriately when outside school and especially when in school uniform
- to call them by their surname

What Children Expect from ALL staff (as appropriate to their role)

- arrive at lessons on time
- plan and deliver good to outstanding lessons which engage and motivate you to achieve
- allocate sufficient time for each task
- be enthusiastic and develop positive working relationships with you and your peers
- celebrate the success of children in lessons, after school activities and assemblies and recognise / praise good behaviour. Expect high standards from everyone
- encourage and motivate all children to contribute
- communicate both successes and concerns with parents
- have a well organised area / room
- mark or give feedback on work as soon as possible
- set homework appropriate for the age and abilities of each child
- adults employed by the school should never deal with incidents involving their own children
- eliminate or control hazards which may cause harm
- encourage good behaviour and address inappropriate behaviour
- be approachable and listen at appropriate times
- always take seriously any complaints/concerns of bullying or inappropriate behaviour - deal with issues as soon as possible. Be fair and listen to both points of view
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations
- use rewards and, where necessary, sanctions consistently
- model the behaviours you wish to see and treat children as you would want for your own child in school

What Staff Expect from Their Colleagues

- treat you with respect and follow the staff Code of Conduct (Staff Handbook)
- work and co-operate together for the overall good of the school community
- respect all values and individual beliefs
- treat all child and staff issues with the highest standards of confidentiality outside of school
- communicate concerns and offer support when appropriate
- use ICT appropriately and in accordance with the school's Acceptable Use Policy
- be aware of and consider the possible implications for the school, colleagues when using social network sites

What Staff Expect from Parents

- treat you and your colleagues with respect
- treat other parents, children and visitors to the school with respect
- behave responsibly whilst on school premises
- report any incidents of bullying including cyber bullying as soon as they are discovered so that if the issues come in to school and affect the pupils they can be addressed
- ensure that their child arrives at school on time
- ensure that their child is dressed appropriately for school
- ensure that their child attends school regularly and contact the school in the event of an absence or lateness
- encourage their child to achieve their very best in school
- encourage their child to have high standards of behaviour in and out of school
- support the school's policies, strategies and guidelines for behaviour
- work with school staff to help their child accept responsibility for their behaviour and actions
- inform the school of any concerns or problems that may affect the child's work and /or wellbeing
- keep school up to date with current contact information
- support their child's homework and other home-based learning activities
- support the school in its use of rewards and sanctions
- discuss any issues of concern with the class teacher or Head teacher in a calm non-threatening manner
- consider the implications of posting information or comments on Social Network sites and the detrimental effect comments can have on individuals and the school as a whole (potentially harmful and unlawful)
- support the school's approach to e-safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute
- keep up to date with school information via the many channels school uses

What Parents Expect from Staff and Other Adults in the School

- to take good care of their child ensuring their safety, happiness and wellbeing
- treat you with respect
- set high standards of work and behaviour for all children
- encourage their child to do their best at all times
- deal promptly with any incidents of inappropriate behaviour / bullying regardless of whether their child is seen as either the perpetrator or the victim
- impose sanctions consistently in accordance with this policy and the school system
- promote positive behaviour and reward such behaviour in accordance with this policy and the school system
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values

- discuss their child's actions with them and deliver appropriate action
- provide a balanced curriculum in order to meet the needs of each child
- keep them informed about general school matters, and their child's individual progress
- let them know if there are significant concerns about a child's work, attendance or behaviour
- support the child's homework and other home-based learning activities

Appendix 2

RESTRICTIVE INTERVENTIONS POLICY – the range of ways that school staff may restrain or restrict a pupil.

USE OF REASONABLE FORCE / POSITIVE HANDLING – definition – the amount of force that staff members can (in some circumstances) use on a pupil.

Positive handling is the positive application of force with the intention of protecting the child from harming themselves or others or seriously damaging property.

In order to maintain the safety and welfare of our children, it may sometimes be necessary to use reasonable force / restrictive intervention on a child, as permitted by law.

All members of school staff can use a restrictive intervention – including reasonable force – to prevent or stop a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

Seclusion

In school settings, seclusion is generally defined as the involuntary confinement of a pupil alone in a room or area from which they are physically prevented from leaving.

Key Characteristics

- **Isolation:** The pupil is kept away from peers and staff.
- **Confinement:** The pupil is prevented from leaving through physical obstruction (e.g., a staff member blocking the door), locking hardware, or by being led to believe they will be punished if they attempt to exit.
- **Duration:** It must only be used for the **shortest possible time** necessary to manage an immediate risk.
- **Supervision:** Unlike some medical definitions, school seclusion should involve **constant monitoring** by an adult to ensure the pupil's safety.

Purpose and Legal Standards

- **Emergency Measure:** Seclusion is intended as a safety intervention, not a disciplinary punishment. It should only be used when a pupil's behaviour poses an imminent threat of physical harm to themselves or others.
- **Last Resort:** It is legally required to be the least restrictive intervention feasible, used only after other de-escalation strategies have failed.
- **Statutory Duty:** In many jurisdictions, including the UK, schools have a legal duty to **record every incident** of seclusion and report it to parents as soon as possible.

Seclusion vs. Other Interventions

- **Removal/Time-Out:** This is a disciplinary measure where a pupil is asked to leave the classroom for a limited time but is not physically prevented from leaving the designated area.
- **Withdrawal:** A proactive strategy where a pupil voluntarily moves to a quiet space to self-regulate, often as part of a pre-agreed Individualised Education Programme (IEP).

Staff should only put a pupil in seclusion to protect others from harm, when a pupil is experiencing high levels of emotional or behavioural dysregulation. The pupil should be supervised during the whole period of seclusion. When the immediate risk of harm is reduced, the pupil should be allowed to leave.

The new guidance in place from 1 April 2026 emphasises that any restraint carries a risk of physical and psychological harm, and should be avoided where possible. Before staff use any restrictive intervention, they should assess whether it's necessary and proportionate, and consider the pupil's welfare).

The Department for Education (DfE) recommends that staff who are likely to need to use restrictive interventions (including reasonable force) should be adequately trained to do so safely and lawfully, and trained in strategies to prevent the need to use reasonable force. **ALL STAFF TRAINED 2025**

Positive handling should be limited to emergency situations and used only as the last resort.

Force is generally used for two different purposes, either to control children or to restrain them.

Control can mean either passive contact (standing between two children or blocking a child's path) or active physical contact (leading a child by the hand or arm, ushering a child away by placing a hand on the back).

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent).

Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a child from doing or continuing to do any of the following:

- committing an offence
- injuring themselves or other
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its children, whether that behaviour occurs in a classroom or elsewhere.

Force will never be used as a punishment. It should only be used to avert danger by preventing or deflecting a child's action or perhaps by removing an object which may cause harm to them or others. It is likely to be needed if the child appears to be unable to exercise self-control of emotions and / or behaviour.

The aims of this policy:

- To protect every person in the school community from harm
- To protect all pupils from any form of physical intervention which is unnecessary, excessive or harmful.
- To provide information / training for staff so they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the child and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold children with specific health needs, special educational needs and disabilities.

Action as a result of Self-defence or in an Emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly, in an emergency, if for example, a child was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene.

A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan / Risk Assessment / Reducing Anxiety Behaviour Plan (RAMP)

Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

Children:

- found fighting will be physically separated.
- who refuse to leave a room / area when repeatedly asked.
- who abscond from the class / school if they are at risk from not remaining in class / school
- who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- at risk of harming themselves or others through physical outbursts will be physically restrained.
- In order to prevent a child from attacking a member of staff or another child
- To prevent a child causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object
- Restraint may be used to prevent a child leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a child by the arm out of a classroom.

It is not possible to define every circumstance in which positive handling / restrictive intervention would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour. Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and should, therefore, take reasonable action to ensure pupils' safety and well being. Failure to positively handle a pupil who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Alternative Strategies

There are some situations in which the need for positive handling is immediate and where there are no equally effective alternatives (eg is a pupil is about to run across a road).

However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

- the broken record in which an instruction is repeated until the pupil complies use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- other techniques designed to defuse the situation, such as the avoidance of confrontation. Calmly reminding the pupil of consequences.. Avoiding too many staff members present when trying to de-escalate a situation.
- the employment of other sanctions consistent with the School's policy on behaviour.

Use of Positive Handling Positive handling should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment.

As a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below. There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself between the pupil and another pupil or object. However, in some circumstances, direct physical contact may be necessary. In all circumstances other methods should be used if appropriate or effective positive handling should be a last resort.

When positive handling / restrictive intervention becomes necessary:

We will:

- Tell the pupil what we are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for the removal of the restraint (this may • need frequent repetition)
- Use simple and clear language • Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

We will not

- Act in temper (and will involve another staff member if feared loss of control)
- Involve ourselves in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil

Power to Use Reasonable Force when Searching Without Consent

In addition to the general power to use reasonable force, the Head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'.

Informing Parents when Reasonable Force has been used

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents.

In making a decision about informing parents, the following will be taken into account:

- The child's behaviour and level of risk presented at the time of the incident.
- The degree of force used.
- The effect on the child or member of staff concerned and
- The child's age.

Immediately following an incident where force has been used the Head teacher will be informed and a report written.

The following must be recorded:

- Name/s of child /s involved
- When and where the incident took place
- Names of a witnesses
- The reason the force was necessary
- Details about the incident: details of the child's behaviour / what was said and actions / steps to diffuse the situation and details of force used.
- Child /s response and outcome of incident
- Details of any injury and /or damage to property

Details of serious incidents will be reported to the Chair of Governors

Serious incidents can create upset and stress for all concerned. After the incident ends it is important to ensure all staff and children are given first aid treatment for any injuries. Emotional support may also be necessary. Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid.

The school will then make a decision about how and when to contact the parents of the child to engage them in discussing the incident and setting out subsequent actions. After the incident the Head teacher and/or other staff will:

- (a) ensure the incident has been recorded
- (b) decide whether multi-agency partners need to be engaged and, if so, which partners
- (c) hold the child to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and children affected by the incident. It may also mean the child is excluded.
- (d) help the child develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles
- (e) ensure that staff and children affected by the incident have continuing support as long as necessary in respect of:
 - physical consequences
 - emotional stress or loss of confidence
 - analysis and reflection of the incident

Follow up

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Behaviour Management Plan or other plans for children. It might also be appropriate to review the whole school behaviour policy.

Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises.

Such planning will address:

- Management of the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support if appropriate

Other Physical Contact with Children

This school does not operate a 'no touch policy'. There are occasions when physical contact, other than reasonable force, with a child is proper and necessary.

Examples –

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- When comforting a distressed child
- When a child is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To administer first aid
- To apply sunscreen to the arms, face or lower legs of very young children or those with special educational needs who might struggle to apply it appropriately themselves

APPENDIX 3

BULLYING

According to the DfE document 'Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies, bullying may be defined as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

Specific types of bullying include those relating to:

- race, religion, culture or gender
- SEN or disabilities
- appearance or health conditions
- sexual orientation
- young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying
- child on child

It can take place between children, between children and staff, parents and staff or between staff by individuals or groups face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- name-calling
- taunting
- mocking
- making offensive comments
- kicking
- hitting
- pushing
- taking belongings
- inappropriate text messaging and emailing
- sending offensive or degrading images by phone or via the internet e.g. via Social Networking sites
- producing graffiti
- gossiping
- excluding people from groups
- spreading hurtful and untruthful rumours.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while children are under the school's direct supervision will be dealt with in line with this Policy

In cases where cyber bullying occurs while children are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. School will intervene if the cyber bullying is having repercussions in school posing a threat or distress to children and/or adversely affecting the reputation of the school.

Bullying in all its forms is wrong and is wholly unacceptable in our school.

We aim to:

Deal with all forms of bullying promptly and effectively.

To provide a caring, safe environment, where children feel relaxed and secure and can learn comfortably, realising their potential.

To create a sense of trust, where children feel able to tell an adult if they feel intimidated, knowing what they disclose will be treated sensitively and with respect. Our school has a sound moral framework, reinforced through lessons and assemblies.

Bullying is often addressed through lessons, discussions and in assemblies. Our PSHE scheme, relationships and No Outsiders programme promote discussion and assist in guiding our pupils the right way. The children's spiritual, moral, social and cultural development permeates throughout the school. British values are discussed and promoted.

- Staff must be seen to be firm but fair when dealing with disputes between children, or bullying incidents.
- When bullying arises, matters will be dealt with in an open manner, this will make it clear that the victim is being supported, the perpetrator understands their behaviour is unacceptable and that everyone is responsible to report any bullying of which they are aware.
- To have Emotionally Available Adults for the children to talk to.
- We need to consider both the victim and the perpetrator: children who are bullying need to learn different ways of behaving.
- Where necessary, the school works in partnership with the parents/carers of the child/children involved, to gain their support and help in resolving the problem.
- All children are strongly encouraged to report all incidents of bullying whether as a victim or a witness.
- Children will be asked their views on safe places in school and will be involved in weekly reflection sheets (juniors) and discussions.
- School promotes a variety of ways for children to make staff aware of concerns. We have a dedicated, school, mobile phone for safeguarding (number in children' toilets) and there are worry boxes on both sites and thought catchers in all classrooms; children are reminded where these are as well as key people to see in school. There is a dedicated pastoral worker employed. In certain circumstances children will be encouraged to keep an informal record, for example a diary.
- Appropriate behaviour management training for individuals, groups or whole school will be available as appropriate.
- The teaching staff and/or mid-day supervisors deal with minor bullying incidents. Those occurring during the mid-day break should be reported to the teachers concerned. Further action may be taken if necessary. Where bullying continues, the Headteacher must be informed.

- Serious incidents will be recorded on CPOMs and the Chair of Governors informed.
- As a last resort, the school Governors may exclude a child who continues to display unsociable, aggressive behaviour.

All steps in the detailed procedure set out above are subject to the exercise of professional judgement on the part of the school staff.

All incidents or allegations of bullying should be promptly reported to the class teacher of the children involved.

This applies if parents/guardians are concerned that their child may be being bullied, if their child may be the perpetrator of bullying or if they are witness to or become aware of bullying at school.

All Staff

All staff will intervene to prevent an incident of bullying.

All incidents or allegations of bullying witnessed by or reported to a member of staff should be noted by that member of staff. Bullying incidents and allegations will be included in the school incident book which is kept in the Head's office or reported on CPOMs

Class teachers must always be informed of any bullying incidents that involves children in their class.

Governors

All incidents or allegations of bullying reported to a member of the Governing Board will be promptly reported to the class teacher of the children involved.

Class Teacher

The role of the class teacher is key to the effective resolution of incidents and allegations of bullying.

All incidents or allegations of bullying witnessed by or reported to the class teacher by a parent or Governor should be logged by the class teacher / headteacher and may be placed on CPOMS.

Investigating allegations of bullying

The class teacher will take a calm, problem-solving approach when dealing with allegations of bullying.

In this connection he or she will:

- Interview separately each alleged victim
- Interview separately each alleged perpetrator
- If appropriate seek witnesses and/or corroborating evidence
- Seek to determine if there are any other victims or perpetrators involved.

All interviews will be conducted with sensitivity and with due regard to the rights of those concerned. The class teacher may involve the Headteacher at any stage in this process.

Response to bullying incident(s)

The class teacher will:

- Provide support for the victim
- Explain to the perpetrator that their conduct has been unacceptable, invoke appropriate sanctions and seek to help the children concerned change their behaviours.
- Seek to ensure that the victims and the perpetrators are fully integrated into the class.

Where there is more than one perpetrator the class teacher will meet with each separately, they may also meet with the group collectively.

The class teacher may invite the parent of the victim(s) and or perpetrator(s) to the school to discuss the issue, particularly if their child is repeatedly involved.

The class teacher may involve the Headteacher at any stage of this process.

Child Record

In exceptional circumstances, usually involving exclusion, repeated incidents or violent behaviour, an entry may be made in a child's school record.

Notification

As part of the open ethos of the school, the Headteacher may inform parents/guardians that an incident of bullying has occurred and steps being taken to deal with the matter.

Monitoring

Reflection sheets completed by children throughout the school, followed up by the Wellbeing Champions and the Headteacher.

Ongoing monitoring by the Wellbeing Champions and designated staff member at lunchtimes.

All incidents of bullying should be recorded by the appropriate member of staff and may be placed on CPOMS

The Headteacher will regularly review behaviour and bullying records and monitor effectiveness of actions. This may involve meeting with the parents/guardians of the perpetrator(s) and or victim(s) and consultation with external support services.

The Headteacher will regularly report to the Governors on the effectiveness of the school's strategy for combating bullying. Any significant incidents that have arisen since the last review will be reported as will the recent entries on CPOMS.

As part of Cheshire East Council's commitment to tackle bullying (a form of child on child abuse), a multi-agency group has developed a new online resource, the Bully-Free Cheshire East webpage.

http://www.cheshireeast.gov.uk/children_and_families/family_information_service/bully-free-cheshire-east/bully-free-cheshire-east.aspx

The primary purpose of the webpages is to provide information for parents to support their child if they are experiencing bullying at school or in the community. There are links to paperwork and vignettes outlining the key actions parents should and should not take, to enable incidents of bullying to be dealt with as swiftly as possible.

Providing accurate, accessible information to parents will help them firstly identify if the problem is bullying (there is a clear definition to assist with this) and secondly, to work with the school in a co-operative, non-confrontational way.

Behaviour of Parents/Carers and Other Visitors to the School

Goostrey Primary School encourages close links with parents/carers and the community.

We believe that children benefit when the relationship between home and school is a positive one.

The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the school. However, on the very rare occasion when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated.

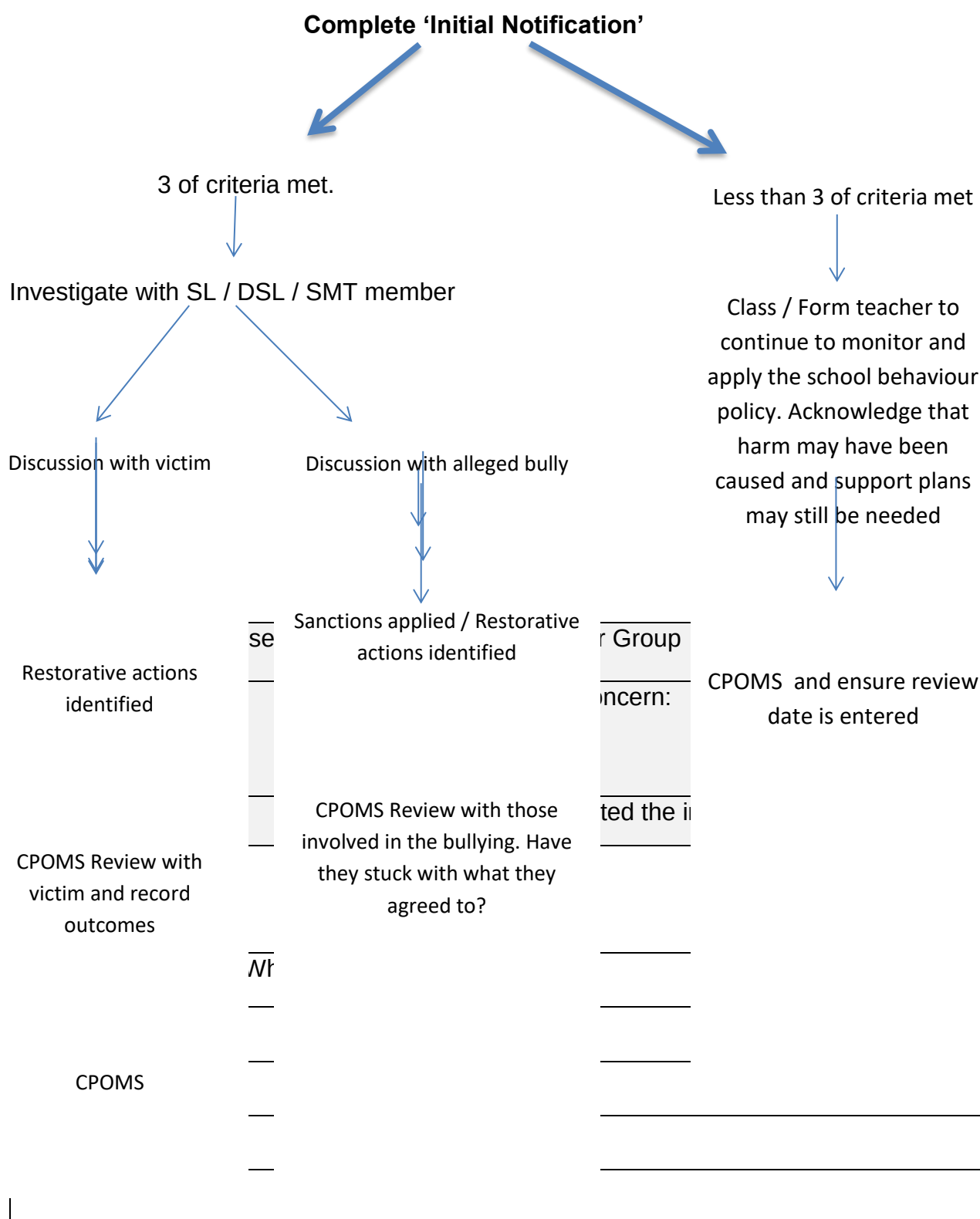
Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including pupils and other parents/carers and visitors) have the right to come to school, visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents/carers and other visitors to behave in a reasonable way towards other members of the school community.

Bullying Incident – Process

Criteria to indicate a bullying incident has taken place.

- the victim is targeted by an individual or group on a regular basis
- there is intention to harm or humiliate (harm can be physically and emotionally)
- there is a power imbalance, the victim is fearful of those targeting him or her



Criteria for bullying:	Tick all that apply
Repeated negative behaviours towards this individual	
Intention to harm / humiliate	
The individual feels unable to defend himself / herself	
If criteria not met, refer to school behaviour policy and offer support to both parties	

For Completion by Designated Lead:

Agreed actions with basis for decision (is this bullying or peer conflict)?	By whom	By when

Signature of Designated Lead:		Date when actions are to be reviewed:
Parent/Carer Informed ☐	Date:	
By:		
If not, explain reasons:		
Entry on Chronology ☐	By:	

Outcome of Concerns for Completion by Designated Lead:

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Dealing with Homophobic Name Calling

Incidents of homophobic name calling/bullying are taken seriously and responded to in a similar way to other incidents. We recognise both indirect homophobic abuse e.g. 'your bag's gay' and direct homophobic abuse e.g. a boy is called a 'poof'.

Principles

The Law

- ☐ ☐ It is illegal to discriminate against those who are lesbian, homosexual, or bisexual (2007 Equality Act)
- ☐ ☐ Under the Education and Inspections Act 2006, head teachers, with the advice and guidance of governors and the assistance of school staff, must identify and implement measures to promote good behaviour, respect for others, self-discipline among pupils and to prevent all forms of bullying. This includes the prevention of homophobic bullying.
- ☐ ☐ Staff are protected under the Employment Equality (Sexual orientation) Regulations 2003.

What does it look like?

- ☐ ☐ Homophobic bullying/name calling occurs when bullying motivated by a prejudice against lesbians, gay or bisexual people
- ☐ ☐ It can include spreading rumours that someone is gay, suggesting that something or someone is inferior, bad, broken, rubbish or wrong and so they are "gay" – for example, "You're such a gay boy" or "That's gay"
- ☐ ☐ Even when pupils may not know what the words mean, but use homophobic language against others, it is still a form of bullying/name calling

□□ We do not view homophobic name calling as “harmless banter”. We recognise that if it is not challenged at primary school it is harder to address at secondary school and as adults

□□ If a pupil is not explicitly told that homophobic bullying is wrong they may think it is OK to do this.

Responding to an Incident

If we hear a child using homophobic language **we will address it**, using the agreed guidance below and guided by our knowledge of the individual pupil’s maturity and personal circumstances.

Foundation pupils

1. Establish why homophobic language was used? What was the motivation?
2. How did it make X feel?
3. Explain ‘gay’ is not the right word to use. What could they have done/said instead? Help child to understand how their behaviour affects others
4. Ask the child to choose other words/actions which would help solve the problem in a positive way

Y1-Y3 pupils

1. Establish why homophobic language was used? What was the motivation?
2. How did it make X feel?
3. Ask if they know what the word means. After pupil answers –
 - Clarify “It’s when two men or two women love each other”.
 - State “Calling someone gay/something gay is not acceptable when the word is used to tease or upset someone.” Help child to understand how their behaviour affects others.
4. Resolve conflict (write letter, verbal apologies, shake hands etc.) in line with Behaviour Policy.
5. If name calling continues sanction child in line with Behaviour Policy

Y4 - Y6

1. Establish why homophobic language was used? What was the motivation?
2. How did it make X feel?
3. Ask if they know what the words mean. After pupil answers –
 - Clarify “It’s when two men or two women love each other and there’s nothing wrong with that/British law says there is nothing wrong with that”
 - State “Calling someone gay/something gay is not acceptable when the word is used to tease or upset someone, as it’s not using the word appropriately.” Help child to understand how their behaviour affects others.
4. Resolve conflict (write letter, verbal apologies, shake hands etc.) in line with Behaviour Policy.
5. If name calling continues sanction child in line with Behaviour Policy.

N.B. All homophobic incidents will be recorded. Judging the severity of the incident and the child’s response to their action, the incident may be placed on CPOMS and/or discussed with the child’s family.

Class teachers will, on occasion, remind pupils of the school’s stance on homophobic language e.g. in class time, group discussions, assemblies etc.

APPENDIX 4

STRATEGIES for effective communication and behaviour management

In the last three years we have had whole staff training with Marie Gentles and safer Handling training with certified trainer.

The Deputy Head has qualified as our Mental Health Lead and is currently training all staff in different techniques and approaches to understand why a pupil may have behaved inappropriately and to understand / take responsibility for their own actions and how these actions have consequences – see appendix 5

Special Education Needs

When considering the behaviour of any student with SEND, the school will carefully consider whether the pupil understood the rule or instruction and whether they were unable to act differently on account of their SEND.

Strategies such as PACE and WINS are used to support and maintain positive relationships with the children - focusing on strategies and ways forward, using self regulation and understanding their feelings.

The school's SENco may assess the needs of a student 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.

Where special educational needs are identified in a student, we will, if necessary, liaise with external agencies and plan support programmes for that pupil. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of disregulation and put in place support to try to prevent them.

To note for our pupils with high level needs (as applicable) :

Review EHCP's and recommendations regularly for all relevant children

Be preventative instead of reactive

Understand progress will be incremental and may swing back at times – look at the whole journey and celebrate the year up to that point and any successes /celebrations and how far they've come

Pupils need to feel safe and liked

Transition can be very hard – need routine and know what is coming next

Want the adult's attention but are showing this in the wrong way – please still like me even though I'm behaving like this

Chunk the day so not all is lost

Look at the behaviour not the person and the effect of that behaviour

See past the behaviour – don't shout or get angry, are they anxious or worried and respond accordingly.

Some pupils will act out what they can't explain in words, can be so overwhelmed can't respond in that moment = survival mode fight or flight.

Children can have attachment issues which can dictate the way they feel about themselves and their identity and may lead to challenging behaviour – not all pupils are secure. They may also have elements of avoidance, ambivalent or disorganised which need considering with individual pupils (further details in the training booklet from the course).

Effective communication for pupils with high level needs:

We can turn this round, we can make this better, let's focus on that.

I will help you.

I understand you are angry, I can see that but we need to find a way through this

I know you can do this

I expect.....

I will keep you safe

This is the next instruction.....

You don't have to like this but this is the consequence of your action.....

You've made the wrong choice, that doesn't make you a bad boy / girl but you / we do need to turn this round.

Understand you can still have a brilliant day

I am going to give you 2 choices and only 2.....

You have the power, you are in control of you, no one else. Make the right choice next....

If you follow the wrong choice then you and I will not be happy, need to understand that. Is that really how you want to feel?

Replace please with thankyou – books away please is a request, books away thank you is an expectation

What do you think happened?

Who has been harmed? In what way?

What needs to happen to put things right to make sure it doesn't happen again?

I am wondering if you are feeling...?

PACE model is a therapeutic approach developed by Clinical Psychologist Dan Hughes

Using a PACE model

- **P- Playfulness** - Playful moments can reduce the shame a child might feel when something has gone wrong and reassures them that your disagreement is only temporary and will not impact the strength of your relationship.
Example: Try using a light tone of voice and positive facial expressions to show your interest. Try adding enjoyment to your social interactions whenever you can
- **A – Acceptance** - It communicates that your positive regard for a child is unconditional, regardless of the way they behave. It is showing a child that you accept the thoughts, feelings, experiences, and memories which are associated with a particular behaviour, even if you don't agree with the behaviour itself.
“I can see you're angry at me, I'll still be here for you after you calm down”
“I'm disappointed with how you behaved, but I still care about you”

- **Curious** - When we direct non-judgemental curiosity towards a child's experience, they will become more open to understanding this experience themselves.
"I'm thinking you might be slightly nervous about going back to school today and that's why you don't want to get ready this morning"
- **Empathise** - Empathy is actively showing a child that their feelings are important to you, that you are alongside them during difficult times and that they're not alone. Rarely can a response make something better, empathy is all about the connection with a child.
"I know it must be hard for you to hear what I'm saying"
- **I wonder**
- **I imagine**
- **I notice**
- **Empathy**

APPENDIX 5

REFLECTION SHEET

Reflection sheets completed by the older children weekly – these are intended to aid prevention and incidents escalating. We regularly remind children of the purpose of these sheets:

Reflection Page Name:
If I could number my week so far from 0 -10 0 – Terrible 10 – Brilliant (Anything below a 5 is not great) 0 1 2 3 4 5 6 7 8 9 10
Things concerning me – these may be in school, out of school or online. • Child on child abuse – this can include bullying – physical or emotional or coercive eg threats or using force • Someone not respecting you? Making fun of you for your beliefs, way you look or behave, or expecting you to behave in a certain way because of your gender • Language I have heard which has made me feel uncomfortable. • Anyone making you feel uncomfortable or sad? • Anyone made you do something without your consent? • Somebody I am worried about • Have you done something that you are worried about and you need to talk about it? • Has anything happened outside school that you are concerned about? Details:

Somebody I think should get recognition for being outstanding – name and details

I wish my teacher knew....