



TCAT Behaviour Policy

Last Reviewed	02/09/2025
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TCAT Lead	VB

SERVE CHALLENGE EMPOWER

Document Control

Member Academies:	Appleton Thorn Primary (ATP) Beamont Collegiate Academy (BCA) Bridgewater High School (BHS) Broomfields Junior School (BRO) Dallam Primary School (DAL) Great Sankey Primary School (GSP) Meadowside Community Primary and Nursery School (MEA) Padgate Academy (PAD) Penketh High School (PHS) Penketh South Primary School (PSP) Sir Thomas Boteler Church of England High School (STB) South Wirral High School The Sutton Academy <i>Although Priestley College does not formally adopt this policy, it aligns with and upholds the core principles of behaviour and inclusion outlined within it.</i>
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1. Introduction

At The Challenge Academy Trust (TCAT), our mission is to serve, challenge and empower our educational community. Our behaviour policy is rooted in the belief that excellent behaviour is essential for effective teaching and learning. We believe that all students have the right to learn in a calm, safe and supportive environment, and that all staff have the right to teach free from disruption. We are unwavering in our commitment to inclusivity, equity and the wellbeing of every learner.

We recognise that behaviour is a form of communication and that positive behaviour must be taught, modelled and reinforced. Our approach is proactive, relational and restorative. We prioritise de-escalation and early intervention, and we support staff to respond with compassion, consistency and clarity. We understand that behaviour is everyone's responsibility and that strong, respectful relationships are the foundation of a positive school culture.

Our behaviour systems are designed to promote personal growth, mutual respect and academic excellence. They are underpinned by TCAT's core values:

- Collaboration and Interdependence
- Challenge and Service
- Sustainability and Wellbeing
- Celebrating Difference
- Educational Excellence
- Inclusivity and Social Justice

We are committed to ensuring that all learners, including those with SEND or additional needs, are supported to meet high expectations through reasonable adjustments and personalised support. We believe in the power of reflection, accountability and restorative practice.

This policy sets out the trust-wide expectations for behaviour and provides a framework for each academy to develop its own procedures in line with our shared principles. It is a living document, reviewed annually, and shaped by the voices of our students, staff and families.

2. Legislation, statutory requirements and statutory guidance

This policy is underpinned by the statutory duties placed on academies and trusts and reflects the most recent guidance from the Department for Education (DfE). It ensures that all TCAT academies operate within a consistent legal and ethical framework, while allowing for contextual flexibility across phases and settings.

This policy is based on the following legislation and statutory guidance:

- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2024)
- Searching, Screening and Confiscation: Advice for Schools (DfE, 2022)
- The Equality Act 2010
- Keeping Children Safe in Education (DfE, 2025)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement (DfE, 2024)
- Use of Reasonable Force in Schools (DfE, 2013)

- Supporting Pupils with Medical Conditions at School (DfE, 2015)
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 Years (DfE, 2015)
- Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People (DfE, 2023)
- Mobile Phones in Schools (DfE, 2024)

It also reflects the following legislation:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Voyeurism (Offences) Act 2019
- Children and Young Persons Act 1963

3. TCAT Behaviour Principles

All students have the right to feel safe, valued and respected. Our principles include inclusivity, high standards, effective relationships, educational excellence, and student accountability and are detailed in Appendix 1.

4. Roles and Responsibilities

At The Challenge Academy Trust (TCAT), we believe that creating and sustaining a culture of high expectations and excellent behaviour is a shared responsibility. All members of our trust community—trustees, governors, leaders, staff, students, and parents—play a vital role in ensuring that every academy within TCAT is a safe, inclusive, and respectful environment where all learners can thrive.

4.1 Trustees and the Executive Team

The TCAT Trustees, through the Executive Team, are responsible for:

- Establishing and articulating the trust-wide behaviour principles that underpin all academy-level behaviour policies.
- Ensuring that these principles reflect TCAT's core values: Collaboration and Interdependence, Challenge and Service, Sustainability and Wellbeing, Celebrating Difference, Educational Excellence, and Inclusivity and Social Justice.
- Monitoring the implementation and impact of behaviour policies across all TCAT academies.
- Supporting academy leaders to develop effective, context-sensitive systems that align with trust-wide expectations.

4.2 Local Governing Challenge Board

Local Governing Challenge Boards (LGCBs) are responsible for:

- Ensuring that each academy's behaviour policy is implemented effectively and reviewed regularly.

- Supporting academy leaders in maintaining high standards of behaviour and ensuring that policies are inclusive and non-discriminatory.
- Holding academy leaders to account for the consistent and fair application of the behaviour policy.
- Ensuring compliance with the Equality Act 2010 and safeguarding legislation.

4.3 Headteachers / Principals

Headteachers / Principals are responsible for:

- Leading the development and implementation of their academy's behaviour policy in line with TCAT's trust-wide principles.
- Setting a clear vision for behaviour and culture within their academy.
- Ensuring that all staff are trained, supported, and confident in applying the behaviour policy.
- Providing appropriate support for students with additional needs, including those with SEND or social, emotional, and mental health needs.
- Monitoring behaviour data and using it to inform strategic decisions and interventions.

4.4 All Staff

All staff, including teaching, support, administrative staff, and volunteers, are responsible for:

- Creating calm, safe, and inclusive environments for learning.
- Modelling high standards of behaviour and professional conduct at all times.
- Teaching and reinforcing the academy's behaviour expectations and routines.
- Applying the behaviour policy consistently and fairly, with a focus on de-escalation and relational practice.
- Recording behaviour incidents accurately and promptly.
- Supporting colleagues and seeking support when needed.
- Making reasonable adjustments for students with SEND or other vulnerabilities.

4.5 Parents and Carers

Parents and carers are expected to:

- Support the academy's behaviour policy and reinforce expectations at home.
- Communicate openly with the academy about any factors that may affect their child's behaviour.
- Attend meetings and engage with pastoral support when required.
- Celebrate their child's successes and work in partnership with the academy to address concerns.
- Promote respectful relationships and model positive behaviour in interactions with staff and students.

4.6 Students

Students are expected to:

- Follow the behaviour policy and uphold the academy's values.
- Take responsibility for their actions and behaviour.
- Engage positively with learning and contribute to a respectful academy culture.

- Understand the rewards for meeting expectations and the consequences of not doing so.
- Access and engage with pastoral support when needed.
- Provide feedback on the behaviour culture to help improve the academy environment

5. Behaviour Curriculum (Early Years–KS5)

At The Challenge Academy Trust (TCAT), we believe that positive behaviour must be explicitly taught, modelled, and reinforced. Our behaviour curriculum is a proactive, preventative framework that supports all learners in understanding expectations, developing essential life skills, and contributing to a safe, inclusive, and respectful learning environment.

Purpose and Principles

The behaviour curriculum is not simply a list of rules or sanctions. It is a structured, developmental approach to teaching students how to behave in a way that reflects TCAT's core values: Collaboration, Challenge, Wellbeing, Inclusivity, Educational Excellence, and Social Justice. It is designed to help students:

- Understand and internalise behavioural expectations
- Build strong relationships with peers and adults
- Develop self-regulation, empathy, and resilience
- Thrive as learners and citizens in their communities

Key Features of the TCAT Behaviour Curriculum

- **Explicit Instruction**
Behaviour is taught directly through PSHE, assemblies, tutor time, and across the wider curriculum. Students are taught what it means to behave appropriately, and how this looks in different contexts (e.g. classrooms, corridors, online, and in the community).
- **Positive Reinforcement**
Staff consistently recognise and celebrate positive behaviour through praise, rewards, and responsibilities. This reinforces the behaviours we want to see and builds a culture of encouragement and aspiration.
- **Consistency and Clarity**
Expectations, routines, and consequences are clearly defined and consistently applied across all phases and settings. This ensures fairness and predictability for all students.
- **Whole-School and Trust-Wide Approach**
The behaviour curriculum is embedded in every aspect of academy life—from the classroom to the playground, from the dining hall to the digital space. All staff are responsible for modelling and reinforcing expectations.
- **Modelling and Practice**
Staff model respectful, calm, and inclusive behaviour in all interactions. Students are given regular opportunities to practise and reflect on their behaviour in a supportive environment.
- **Induction and Transition**
All students, including mid-year arrivals, receive a structured induction into the academy's behaviour culture. Expectations are revisited regularly, particularly at the start of each term.

- **Prevention and Early Intervention**

The curriculum is designed to prevent poor behaviour by teaching students how to make positive choices. Where concerns arise, early support and intervention are prioritised over punitive responses.

- **Relational Practice and Restorative Approaches**

Staff build strong, respectful relationships with students. When behaviour falls short, restorative conversations help students reflect, repair, and re-engage.

Each TCAT academy will adapt the behaviour curriculum to suit its phase and context, while maintaining alignment with trust-wide principles. Academies will also ensure that students with SEND or additional needs are supported to access and engage with the curriculum through reasonable adjustments and personalised strategies.

6. Rewards and Sanctions

At The Challenge Academy Trust (TCAT), we believe that positive behaviour should be recognised, celebrated, and reinforced consistently across each academy. Our approach to rewards and sanctions is rooted in our core values of Educational Excellence, Inclusivity, Challenge, and Wellbeing, and aims to foster a culture of encouragement, aspiration, and accountability.

6.1 Rewards (Rewards specific to Great Sankey Primary School are detailed in Appendix 2)

All TCAT academies are expected to foster a strong culture of praise and recognition, where positive behaviour, effort, and contribution are acknowledged more frequently than poor conduct is sanctioned. Rewards systems should be inclusive, motivating, and accessible to all students, regardless of ability, background, or starting point.

Each academy will:

- Develop a rewards system in consultation with staff and students to ensure it is meaningful and age-appropriate.
- Recognise a wide range of positive behaviours, including academic achievement, effort, improvement, kindness, leadership, and contribution to the school community.
- Ensure that students at all levels of attainment have opportunities to be recognised and celebrated
- Use a variety of reward strategies, including:
 - Verbal praise and positive feedback
 - Written praise in books or planners
 - Achievement points or house points
 - Certificates, postcards, and phone calls home
 - Celebration assemblies and awards events
 - Positions of responsibility (e.g. student leaders, prefects)
 - Whole-class or year group rewards

Rewards should be applied consistently and fairly, and their impact should be monitored to ensure they are motivating and equitable.

6.2 Sanctions (Sanctions specific to Great Sankey Primary School are detailed in Appendix 3)

While TCAT academies prioritise positive reinforcement, there are times when it is necessary to apply sanctions to address behaviour that falls below the expected standard. Sanctions are used to uphold trust-wide expectations, maintain a safe and respectful environment, and support students in learning from their actions.

Each academy within TCAT is responsible for designing and implementing its own sanctions framework, tailored to its context and student population. However, all academies must adhere to the following shared principles as well as follow the **TCAT Suspensions and Permanent Exclusions Policy and guidance**:

Trust-Wide Principles for Sanctions

- Sanctions must be proportionate, fair, and consistently applied.
- The purpose of a sanction is to correct behaviour, not to punish.
- Sanctions should be accompanied by clear explanations, opportunities for reflection, and restorative conversations where appropriate.
- Adjustments must be made for students with SEND or other vulnerabilities, in line with the Equality Act 2010.
- Staff responses should be age-appropriate and take into account the student's individual needs and circumstances.
- Sanctions should be part of a graduated response with early intervention and support prioritised.

Creating a Culture That Reduces the Need for Sanctions

Headteachers / Principals are expected to:

- Set the tone for behaviour by modelling high expectations and fostering a culture of mutual respect.
- Ensure that lessons are engaging, purposeful, and inclusive, reducing the likelihood of disengagement or disruption.
- Promote participation in enrichment and extra-curricular activities that build relationships and a sense of belonging.
- Build strong partnerships with parents and carers, ensuring they understand and support the academy's approach to behaviour.

Examples of Sanctions Used Across TCAT Academies

Each academy will outline its specific sanctions in its appendices, but the following are examples of trust-wide practices:

- Verbal reminders and warnings
- Loss of privileges or free time
- Detentions (break, lunchtime, or after school)
- Restorative conversations or reflective tasks
- Withdrawal from lessons or social time (internal reflection or "isolation")
- Behaviour reports or contracts
- Community service or reparative tasks
- Suspensions (used only when necessary)

- Permanent exclusions (used only as a last resort)

All sanctions must be clearly communicated to students and parents. Academies should ensure that students understand:

- What behaviour led to the sanction
- What they can do differently next time
- What support is available to help them improve

Sanctions should never be applied in a way that humiliates or isolates students unnecessarily. Instead, they should be used as part of a wider strategy to promote accountability, reflection, and re-engagement with learning

7. Suspensions, Off-Site Direction, Managed Moves and Permanent Exclusion

7.1 Suspensions

Suspensions are a serious sanction and should only be used when other strategies have been exhausted or in response to a serious breach of the academy's behaviour policy. The decision to suspend a student rests solely with the Headteacher / Principal, who may delegate the investigation but not the decision itself.

A student may be suspended for one or more fixed periods, up to a maximum of 45 academy days in a single academic year. A suspension may be for part of a day but must be clearly defined.

Key requirements:

- For suspensions over 5 days, the academy must arrange suitable full-time education from day 6.
- If a student is suspended for more than 15 days in a term, the governing board must meet within 15 school days to consider reinstatement.
- For suspensions totalling between 6 and 15 days, the governing board must meet within 50 school days if requested by a parent.
- For suspensions of 5 days or fewer, the governing board is not required to meet unless requested and deemed appropriate.

All suspensions must be:

- Proportionate and lawful
- Clearly communicated to parents/carers in writing
- Recorded and monitored by the academy and trust

Parents wishing to challenge a suspension should contact the Clerk to the Governors at the academy.

7.2 Off-Site Direction

Off-site direction is a statutory tool that allows a governing board to require a student to attend another educational setting temporarily to improve behaviour. This is typically used for short-term placements (e.g. 6 weeks) in another mainstream school or alternative provision.

- Off-site direction must be used in the best interests of the student.
- Parents must be informed in writing, and the placement must be reviewed regularly.
- The student remains on roll at their home school.

7.3 Managed Moves

A managed move is a voluntary agreement between two schools, the student, and their parents to transfer the student permanently to another mainstream school. It is used as a preventative measure to avoid permanent exclusion and must be in the student's best interests.

- Managed moves must be planned, documented, and reviewed.
- They should only be used when the student is likely to benefit from a fresh start.

7.4 Permanent Exclusion

A decision to permanently exclude a student should only be taken:

- In response to a serious breach or persistent breaches of the academy's behaviour policy; and
- Where allowing the student to remain in the academy would seriously harm the education or welfare of others.

Permanent exclusion may be appropriate for a first or one-off offence in exceptional circumstances, such as:

- Serious actual or threatened violence
- Sexual abuse or assault
- Supplying an illegal drug
- Possession of an offensive weapon

The Headteacher / Principal must:

- Consider all relevant factors, including SEND, safeguarding, and mitigating circumstances
- Allow the student to present their case
- Inform parents in writing and notify the local authority

The governing board must meet within 15 school days to review the exclusion. Parents have the right to request an Independent Review Panel (IRP).

Safeguarding and SEND Considerations

All decisions regarding suspension or exclusion must comply with:

- The Equality Act 2010
- The Children and Families Act 2014
- The student's Education, Health and Care Plan (EHCP), where applicable

8. De-escalation, Positive Handling and use of Reasonable Force

Staff are trained in de-escalation techniques. Reasonable force is used only when necessary to prevent harm. Positive handling plans are in place for students who need them.

8.1 Use of Reasonable Force

All TCAT schools are committed to creating calm, safe, and inclusive environments. However, there may be very rare occasions where the use of reasonable force is necessary to prevent harm or maintain order. This section outlines the trust-wide approach, in line with the latest DfE guidance (2025) and Section 93 of the Education and Inspections Act 2006.

Legal Framework

All members of school staff have a legal power to use reasonable force to:

- Prevent a student from hurting themselves or others
- Prevent damage to property
- Prevent serious disruption to learning or school activities
- Maintain good order and discipline in the classroom

This includes the power to use reasonable force when conducting a search for prohibited items, as outlined in the *Searching, Screening and Confiscation Guidance (2022)*.

It is always unlawful to use force as a punishment.

There is no statutory definition of "reasonable force," but the DfE defines it as:

- A broad range of actions involving physical contact used to control or restrain
- Using no more force than is necessary in the circumstances

Examples include:

- Passive physical contact (e.g. standing between students)
- Active physical contact (e.g. guiding a student by the arm)
- Physical restraint (e.g. separating students in a fight)

Additional Considerations:

- Extra care must be taken when considering the use of force with students who have SEND or disabilities.
- Staff must consider the age, developmental stage, and individual needs of the student.
- Positive handling should be used only when other de-escalation strategies have been exhausted.

Training and Trust-Wide Practice:

- All TCAT academies must have designated staff trained in Team Teach or an equivalent accredited positive handling programme.

- Training should be refreshed regularly and include de-escalation, risk assessment, and safe physical intervention techniques.
- Staff likely to use reasonable force (e.g. pastoral staff, SEN support, SLT) must be clearly identified and supported.

Recording and Reporting

- All incidents involving the use of force must be recorded promptly and reported to the Headteacher / Principal or DSL.
- Parents/carers must be informed on the same day if force has been used on their child.
- Academies must maintain a central log of incidents and monitor patterns to inform training and policy review.

Allegations and Complaints

- Any allegation that a member of staff has used unreasonable force will be investigated thoroughly, fairly, and in line with safeguarding procedures.
- Staff will be supported throughout the process, and outcomes will be communicated to all relevant parties.

9. Allegations Against Staff

At The Challenge Academy Trust (TCAT), we are committed to fostering strong, respectful relationships between students and staff. Allegations against staff are taken seriously and handled in line with statutory guidance and local safeguarding procedures.

All TCAT academies follow the Pan-Cheshire Safeguarding Procedures and the statutory guidance in *Keeping Children Safe in Education (2025)* when managing allegations against staff.

9.1 Managing Allegations

- All allegations will be dealt with promptly, fairly, and consistently, ensuring the safety of students while protecting the rights and reputation of staff.
- The Local Authority Designated Officer (LADO) will be informed of all allegations that meet the threshold for referral.
- Staff subject to allegations will be supported throughout the process, and confidentiality will be maintained in accordance with legal requirements.

9.2 Malicious or Unfounded Allegations

If, after investigation, an allegation is found to be deliberately invented or malicious, the academy will:

- Consider whether disciplinary action is appropriate against the student in line with the behaviour policy
- Apply serious sanctions, which may include suspension or permanent exclusion
- Offer support to the member of staff affected

In such cases, the Headteacher / Principal will also consider whether the student's behaviour indicates a need for additional support or intervention, including referral to external services.

10. Searching, Screening and Confiscation

At TCAT, we are committed to maintaining safe, calm, and orderly environments. All TCAT academies follow the statutory guidance set out in the *DfE's Searching, Screening and Confiscation Advice for Schools (2022)*

10.1 Searching with Consent

Academy staff can search a student for any item if the student agrees. Consent does not need to be in writing and can be withdrawn at any time. There is no legal requirement for staff to be formally trained to carry out a search with consent.

10.2 Searching Without Consent

Headteachers / Principals and authorised staff have the legal power to search students or their possessions without consent if they have reasonable grounds to suspect the student is in possession of a prohibited item.

Prohibited items include (but are not limited to):

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Matches or lighters
- Cigarettes, e-cigarettes, or vapes
- Fireworks or bangers
- Pornographic images
- Chewing gum
- Correction fluid
- Aerosol cans
- Laser pens
- Any item reasonably suspected to be used to commit an offence, cause injury, or damage property

10.3 Conducting a Search

- The search must be conducted by a member of staff of the same sex as the student, with a witness present (also a staff member).
- A search without a witness or of the opposite sex may only occur if there is a risk of serious harm and it is not reasonably practicable to summon another member of staff.
- Staff may only require the removal of outer clothing, such as coats, hats, shoes, boots, gloves, and scarves—not items worn next to the skin.
- If a student refuses to cooperate with a lawful search, this will be treated as a serious breach of school rules. Staff may apply appropriate disciplinary sanctions. In some cases, reasonable

force may be used to conduct a search for knives, weapons, alcohol, illegal drugs, or stolen items, in line with Section 550ZB(5) of the Education Act 1996.

10.4 Confiscation and seizure

Legal Basis

Under Section 91 of the Education and Inspections Act 2006, staff have the authority to confiscate, retain, or dispose of a student's property as a disciplinary measure, where reasonable to do so.

Items Found During a Search

- Prohibited items must be seized and may be handed to the police, especially where the item is illegal (e.g. weapons, drugs, stolen goods).
- School-banned items (e.g. mobile phones, energy drinks, aerosol cans) may be confiscated at the discretion of the school.
- Staff may retain or dispose of items found during a with-consent search, provided it is reasonable in the circumstances.

Electronic Devices

- If a device is suspected to contain material that poses a safeguarding risk or is evidence of a criminal offence, it may be examined and retained.
- In serious cases, the device may be handed to the police.

11. Mobile Phones and Banned Items

Each TCAT academy will define its own mobile phone policy, but all academies must:

- Clearly communicate expectations to students and parents
- Ensure mobile phones are not used, seen, or heard during the school day
- Confiscate phones if they are used in breach of school rules
- Apply an escalation process for repeated breaches, which may include daily hand-in procedures

In emergencies, parents should contact the school office directly. Students will not be permitted to use mobile phones during the school day for communication, research, or as calculators.

12. Safeguarding and Child-on-Child Abuse

At TCAT, we are committed to creating safe, inclusive, and respectful environments where all students feel protected, valued, and heard. We do not tolerate any form of discriminatory behaviour or child-on-child abuse. All incidents are taken seriously and responded to promptly, proportionately, and in line with statutory safeguarding guidance.

12.1 Types of Child-on-Child Abuse

Child-on-child abuse can take many forms. TCAT academies will ensure that all staff are trained to recognise and respond to the following, which may include but are not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships between peers
- Physical abuse, such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment, including:
 - Causing someone to engage in sexual activity without consent
 - Sharing of nude or semi-nude images or videos (consensual or non-consensual)
 - Upskirting (a criminal offence)
- Initiation/hazing-type violence and rituals

12.2 Reporting and Response

All students are encouraged to report any concerns, no matter how minor they may seem. TCAT academies will ensure that students have access to multiple, age-appropriate reporting routes, including trusted adults, anonymous reporting tools, and digital platforms where appropriate.

Following a report, the academy will:

- Conduct a timely and thorough investigation
- Complete a risk assessment to determine the appropriate response
- Decide whether the case should be managed internally, referred to Early Help, escalated to Children's Social Care, or reported to the police

All responses will be:

- Proportionate to the nature and severity of the incident
- Supportive of both the victim and the alleged perpetrator
- Case-by-case, recognising the individual needs and context of those involved

12.3 Anti-Bullying and Discrimination

TCAT academies are required to:

- Have clear anti-bullying strategies embedded within their behaviour policies
- Promote British Values, including mutual respect and tolerance
- Build a culture where prejudice, discrimination, and bullying are actively challenged
- Ensure that all students, staff, and parents understand what constitutes bullying and discriminatory behaviour
- Provide regular education and awareness through PSHE, assemblies, and the wider curriculum

12.4 Recording and Monitoring

All incidents of bullying, discriminatory behaviour, and child-on-child abuse must be:

- Logged accurately and securely
- Monitored for patterns or repeat concerns
- Reviewed regularly by academy leaders and safeguarding teams

Academies must also ensure that their safeguarding policies are aligned with the latest version of *Keeping Children Safe in Education* and that all staff understand their responsibilities in preventing, identifying, and responding to child-on-child abuse.

APPENDICES

Appendix One: Behaviour Principles

Behaviour Principles

The right to feel safe at all times

Every pupil/student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others. The actions taken to address undesirable behaviour is with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

All schools have a clear and comprehensive Anti-bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness.

Inclusivity

All pupils/students, staff and visitors are free from any form of discrimination and prejudice. Each school will create and maintain an atmosphere and ethos of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.

Effective relationships

Developing effective relationships are at the heart of all our work. Developing respect, responsibility and reflection are a high priority in our approach to behaviour management.

High standards of behaviour

Staff and volunteers set an excellent example to pupils / students at all times and the behaviour policy is understood by all members of the school community. Rules are consistently applied across the school and, where sanctions and punishments are exercised, they are proportionate to the misdemeanour, in line with the school's Behaviour Policy.

Educational excellence

Staff and pupils/students are committed to fostering a culture of high achievement and continuous learning. Students should take responsibility for their own learning and contribute positively to the learning environment. Disruptive behaviour that hinders the learning of others will not be tolerated. All members of the school are expected to support a culture of continuous improvement and aspiration, encouraging each other to strive for academic excellence.

Engaged community

Parents/carers should be encouraged and helped to support their children's education, just as the pupils/students should be helped to understand their responsibilities during their time in school. Parents/carers and pupils/students will be made aware of the behaviour expectations of the school during the admissions process, this will include a 'Home School Agreement'.

Responding to incidents of desirable and undesirable behaviour

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy and in accordance with Education and Inspections Act, 2006, and DfE: Behaviour and discipline in schools Advice for headteachers and school staff, with prevention and de-escalation always the priority. The school behaviour policy explains that suspensions and permanent exclusions will only be used as a last resort, and outlines the processes involved. The TCAT permanent exclusion policy is adopted by all academies.

Student accountability and reflection

Pupils/students are helped to take responsibility for their actions and strategies are adopted to allow pupils/students to reflect on their behaviour choices. Schools have a range of behaviour management and support systems that are shared and understood by all.

The academies are committed to embedding these values into the learning environment, fostering a community where everyone can thrive.

Appendix Two: Rewards at Great Sankey Primary School

Our school reward system is designed to encourage and celebrate both individual and collective responsibility amongst our pupils. We have consistently high expectations of all our pupils and their attitudes to learning and all are equally challenged. Good behaviour should be reported to parents (verbally or through reports) and we ask that all stakeholders live and breathe the school's golden rules.

Every pupil is rewarded for effort, achievement and good behaviour. We celebrate their attitudes to learning, within the range of their own ability. House points are awarded to pupils who show effort, achievement and have a resilient attitude towards their learning. They are also awarded to pupils who demonstrate our school values and are a good citizen in school. Children receive house points for being kind and caring to others in school. They receive them for good listening skills, attitudes, working successfully as a team and being respectful to others. Children can earn them individually or as part of a group or class.

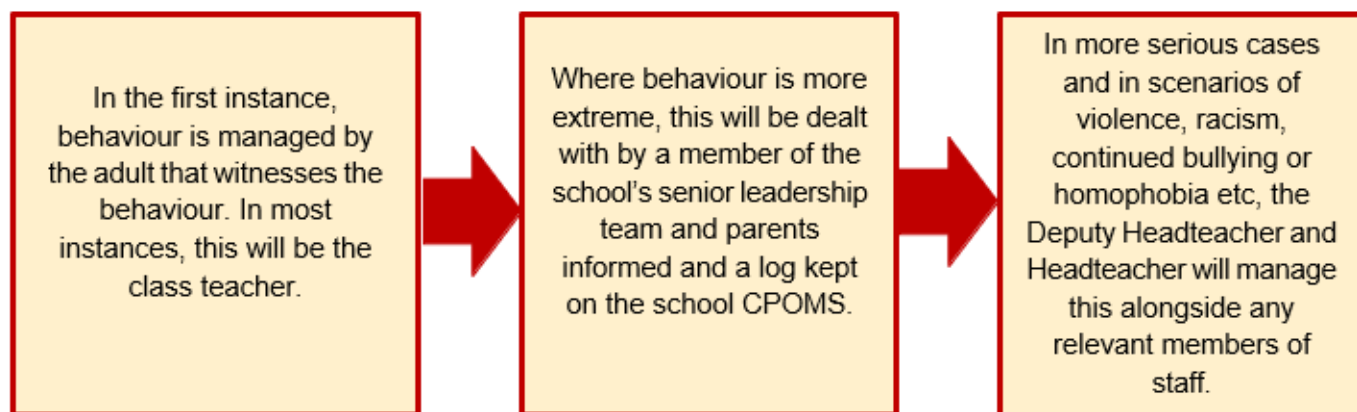
Reward	Procedure
House Points	✓ House points are recorded by the teacher. ✓ Teacher records when children are reaching 80/160/250/330 points. ✓ Bronze, silver, gold & platinum badges (80/160/250/330). ✓ EYFS 25 HP for a medal and then 50 to achieve bronze. ✓ Bronze, silver, gold & platinum badges to be awarded during Celebration assembly. ✓ Balance/consistency in distribution is important across the school. ✓ House Points are awarded for acts of kindness, following the Golden Rules, looking after peers, demonstrating good effort in lessons etc. ✓ House Points can be awarded by any member of staff. ✓ When children reach the milestones of gold and platinum with their House points, a personal email is sent home from the Headteacher sharing their good news.
House Teams	✓ House team day linked to their Saint's day. ✓ Staff linked to the House teams to promote their team. ✓ Regular planned opportunities for the promotion of House teams such as sporting events.
Star of the Week	✓ This award is given weekly to one child in each class. The class teacher identifies a child who has particularly achieved – academic or pastoral. This is awarded during Celebration Assembly and published within the newsletter.
Verbal Praise	✓ VALUE positive verbal praise and promote it and use frequently with the children (e.g. 'Thank you' if a child has held a door open or 'Well Done' if they impress). ✓ Promote at lunchtimes and break times during opportunities for whole school praising in 'public.'
Individual and Class Rewards	✓ Stickers and stampers used in marking and in class. ✓ Some classes choose to have a 'treasure box', raffle tickets or similar rewards to support the rewards system and positive behaviour of the school and develop their own class rewards to further celebrate and support the policy.
Certificates	✓ A range of certificates, awards and prizes as well as certificates are awarded in class including maths achievements for number bonds and multiplication table knowledge, reading at home, star writers etc.

Other	✓ Values postcards sent home ✓ Visiting another teacher, Deputy Headteacher, Headteacher ✓ Phone call home ✓ Twitter ✓ A note home ✓ Stickers
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Appendix Three: Sanctions at Great Sankey Primary School

Good behaviour management starts with the principles of good classroom management strategies and a consistent approach through our 'GSP Silent Signals' (Appendix 4) are used across the school. Children who do not behave appropriately in class, fail to show a caring attitude, or show lack of respect must realise that the school does not accept or tolerate such behaviour. Discipline is fair and firm; the Trust's Behaviour Policy should be enforced rigorously by all.

A range of sanctions and procedures to resolve discipline problems may be used. Staff should exercise their professional judgement within the context of the strategies and procedures of the Behaviour Policy and seek support from the school's senior leadership team and parents where appropriate. Support is available should it be needed and staff and parent / carers should feel confident that once the problem is referred, appropriate action will be taken.



The following guidelines are an indication of the steps to be taken with disruptive and poorly behaved pupils. In the first instance, problems are dealt with by the class teacher. Measures include:

Reminder - A reminder of our Golden Rules / values / class routines delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.

Caution – A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.'

Last Chance - Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.

Time Out - Time out might be a short time away from the group / class for a short period of time. This is designed to be for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. Pupils are not to be sent to stand outside the class unsupervised. Use a nearby classroom for them to go into so that they are then supervised by another staff member.

Repair - This might be a quick chat at breaktime or a more formal meeting 'restorative conversation if necessary.

If behaviour escalates and the child is persistently breaching the school rules, then further steps will need to be taken. Please refer to the table below for guidance:

Behaviour Severity Level:	Behaviour Displayed:	Possible Consequences:
1 To be dealt with by the adult that witnesses the behaviour.	Disrupting the learning of others. Being unkind to another child. One off instance of name calling / making fun of / excluding from games. Distracting yourself and others. Continuously wearing uniform incorrectly. Persistently not being equipped for the school day e.g. PE kit / homework.	Refer to the 5 steps to behaviour in the first instance. Time out in another classroom. Involvement of parents. For regular occurrences: Discussion with SLT. 5 minutes of playtime lost to reflect on their behaviour.
2 To be dealt with by the adult that witnesses the behaviour and passed onto a member of the senior leadership team.	Repeated inappropriate / dangerous play e.g. rough play once they have been warned. Threatening behaviour towards another e.g. threatening carry out actions later in the day/ pushing shoving. Throwing food / objects. Swearing or spitting at someone. Incidents outside of school which causes complaint. Abusive/disrespectful toward a member of staff / adult. Deliberate vandalism of property.	Refer to the 5 steps to behaviour in the first instance. Loss of playtime for 'catch up time'. Involvement of parents with class teacher and an SLT member present for more serious incidents. For regular occurrences: Discussion with Deputy Headteacher and Headteacher.
3 To be dealt with by SLT / Deputy Headteacher or Headteacher.	Bullying – maliciously targeting the same person several times. Physically fighting.	Loss of playtimes / lunchtimes. Internal exclusion. Involvement of parents.

It is important to note that the above is not an exhaustive list of behaviours or consequences and staff should recognise that there are varying levels of severity in the behaviour that children demonstrate whilst at school. Staff should refer to the table above when implementing a consequence for any unwanted behaviour.

Children should be sent to the Headteacher / Deputy Headteacher immediately after an incident if they use physical violence towards peers or staff; they use bad language; if there is a racial or homophobic incident; or if they repeatedly refuse to follow an adult's instruction. Behaviour incidents are recorded on our internal system, CPOMS.

If behaviour persists, or if the behaviour does not improve, parents / carers will be contacted.

Lunchtime 'catch-up time' may be given at the teacher's discretion if inappropriate behaviour has resulted in lack of work. 'Catch-up' must always be supervised, be of an appropriate duration and consistently applied. Records should be kept by the class teacher of any pupils to complete 'catch- up' through CPOMS recording system.

Appendix Four - Additional information linked to promoting positive behaviour at great Sankey Primary School

Our Silent Signals are a consistent classroom management strategy.



Visions and values

At Great Sankey Primary we understand the importance of a strong relationship between families and school, working together to give the very best experiences and education to every child. We aim to build on the important foundations already provided by parents and carers as the children's first educator and carer. School will support and provide many new, exciting opportunities for your child to learn in and ensure that it is done in a safe and stimulating environment. We will always communicate positively and constructively, and we ask you do the same with us, so together your child will receive the very best school experience.

Our vision remains rooted in our school motto,

'Together We Learn and Grow.'

as well as in our school values of 'Honesty, Acceptance, Resilience, Responsibility and Kindness'. We believe that children will only thrive in an environment in which they are happy, secure and challenged: happy in the knowledge that they are treated with respect and valued for their own unique traits and achievements; secure because school is a safe place in which staff care for them; and challenged to achieve their very best.

We have expectations of ourselves and every child in our care. Through high standards of behaviour and exciting, relevant and interesting learning experiences, we endeavour to enable every child to reach their potential. Our learning community allows children to become resilient, self-confident and independent learners that recognise their responsibility within society.

