

GARSTANG ST THOMAS CHURCH OF ENGLAND PRIMARY SCHOOL

POLICY: BEHAVIOUR

VISION

Our vision is to be an excellent Church of England school which is forward thinking and strives for continual development. We seek to support all our pupils in knowing that they are loved by God and encourage them in reaching their full potential academically, physically and spiritually. We seek to develop in our pupils a great love of learning and for them to become confident, resilient, independent, inquisitive individuals who are able to both lead and serve others joyfully.

OUR MISSION

Our Christian values flow from the person of Jesus Christ and are:

Love • Courage • Creativity • Friendship • Responsibility • Peace • Compassion • Truthfulness • Respect & Reverence • Humility • Forgiveness • Trust • Thankfulness • Hope • Generosity • Wisdom • Perseverance • Service • Justice

These values underpin the work that we do as a Church of England school. Both adults and pupils in our school are expected to support and live out these values in order to create and develop a positive and caring environment in which all can grow, learn and work.

Our staff and pupils work towards our vision by focusing on the following every day:

WE ARE GUIDED BY GOD
WE LOVE EACH OTHER
WE LOVE LEARNING
WE WONDER WHY
WE JOYFULLY SERVE
WE LEAD
WE PERSEVERE

1. STATEMENT OF PRINCIPLES

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on our shared values.
- To apply positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, Christian values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property. This will be done through PSHE and class discussions.

- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of consequences and sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in line with our mission statement.

The purpose of our behaviour policy is to:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, among pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education;
- Promote good conduct of pupils;

2. CONTEXT

This policy should be read in conjunction with those policies listed below:

- Child Protection and Safeguarding Policy
- Health and Safety policy
- Attendance policy
- Single Equalities Policy
- Teaching and Learning Policy
- SEN/D Policy
- Staff Code of Conduct

This policy has been revised and updated taking account of:

- Keeping Children Safe in Education (Department for Education, September 2026)
- Behaviour in Schools (Department for Education, February 2024)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (Department for Education, effective 26 July 2026)
- Restrictive interventions, including use of reasonable force, in schools (Department for Education, effective 1 April 2026)
- Searching, screening and confiscation: guidance for schools (Department for Education)
- Equality Act 2010 and the SEND Code of Practice: 0 to 25 years

3. BEHAVIOUR MANAGEMENT

Rights and Responsibilities

All members of our school community have a right to respect, a right to learn, a right to teach and a right to safety. Related to these rights is the one responsibility we all share, which is to uphold these rights.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of our school community.

Well prepared and stimulating lessons generate good behaviour and earn respect.

In dealing with incidents of difficult behaviour, all staff will endeavour to remember their responsibilities:

- Stay positive & keep calm
- Give choice to help us take responsibility (including encouraging us to sort out our own problems)
- Use a restorative approach
- Not having favourites.
- Treat children fairly
- When possible, keep it private
- Be understanding

(Written by children at Garstang St Thomas School)

4. RULES

At Garstang St Thomas Church of England Primary School we set high standards and apply rules firmly and fairly.

We have three overarching rules:

Be Ready, Be Respectful and Be Safe

In each class at the start of the school year, children will write a list of 'class rules' which will be phrased positively.

Teachers will regularly draw children's attention to the agreed rules and discuss the reasons behind them.

5. REWARDS

- A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward. These rewards will be for academic and non-academic achievements.
- It is agreed that all classes will adopt the following weekly and termly rewards:

- **Weekly**

STAR OF THE WEEK: Staff will choose a star of the week from each class.

GOLDEN BOOK: In Friday Celebration, teachers will choose children to be added to the Golden Book and receive a golden ticket.

Reasons could include demonstrating any of our Christian values/ excellent behaviour.

- **Termly**

TEAM POINTS

Staff at school will give out team points -

1= very good

2 = Very very good

3 = Very very very good (not given out very much)

(Decided by the School Council 2021-2022)

The total of team points will be shared in the weekly assembly and there will be a non-uniform day for the winning team each term.

The winning team each term will get to put their team colour ribbons on the team point trophy.

6. SANCTIONS

Sadly, there will be times when a child does not behave as they should. As part of growing up, children need to discover where the boundaries of acceptable behaviour lie. These boundaries are firmly and clearly outlined below.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied – the child needs to know which rule they have not kept to or why they have crossed a boundary.
- It must be the behaviour rather than the child that is punished
- It must be made clear what changes are required to avoid future sanctions
- There should be a clear distinction between minor and major offences

All classes follow the same procedures for sanctions:

(1) If someone is not behaving as they should then they will be given a **verbal reminder**.

(2) If the behaviour continues, they will be given a **verbal warning**.

(3) If the behaviour continues, the child will be moved to a different area or table for a period of time. For our older children, this may mean working at a table outside the classroom in a communal working area. The teacher will have a discussion with the child about their behaviour.

(4) If the behaviour continues at this point, the child will be sent to a member of the Senior Leadership Team (SLT).

If a child reaches stage 3 or 4, the teacher will record this as a behaviour incident on CPOMS.

Summary of warning system:

(1) Verbal **reminder**

(2) Verbal **warning**

(3) Moved away **in class (recorded on CPOMS as a behaviour incident)**

(4) Sent to a **member of the SLT**. In most circumstances, parents would be made aware that this has happened.

If a child is reaching stage 3 or above regularly (more than once in a fortnight), then the teacher will use an ABC sheet (see Appendix 2) to build a record. This sheet will be shared with the pastoral leader who will support, as necessary.

A member of staff may choose a different approach for a child with special educational needs or a pastoral need. Using professional judgement, a child may receive additional support from a member of staff such as a learning coach in order to avoid escalation/ support the child to be ready for learning. The pastoral leader may be called upon in times of significant need.

Serious Disciplinary Issue

If there is a serious disciplinary issue, a child will be taken to a member of the SLT immediately.

Examples could include:

- Putting other children down by comments, laughter or looks.
- Rude or offensive language and behaviour - arguing with staff, muttering under breath, laughing when being talked to by an adult, answering back
- Threatening behaviour or any behaviour that makes the victim feel frightened or demoralised. Including hitting someone in a temper
- Unprovoked physical violence of any kind including spitting at another person
- Leaving the premises without permission
- Theft (if proven)
- Vandalism of school property and buildings
- Discriminatory behaviour because of race, disability, sexual orientation, gender or religious beliefs
- Child-on-child abuse
- Bullying

Behaviour such as listed above is rare and would involve discussion with a member of the SLT and communication with parents/ carers.

Procedures for dealing with continuing breaches of discipline:

- (1) Observations/discussion with staff and children about the cause of the problem.
- (2) Teacher completing ABC behaviour form.
- (3) Meetings with class teacher to formulate a behaviour Improvement plan in consultation with parents and the child.
- (4) For cases of continued serious, unacceptable misbehaviour, consideration will be given to starting the process of suspension or permanent exclusion from the school. Further guidance on suspension and permanent exclusion can be found in appendix 1

Breakfast, after school club and lunchtimes

The same sanctions apply.

- (1) Verbal reminder
- (2) Verbal warning
- (3) Time out
- (4) Child asked to go to a member of the SLT and noted on school record (CPOMS)

Parents

We give high priority to clear communication within the school and to a positive partnership with parents as we see this as crucial in promoting and maintaining high standards of behaviour. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Where behaviour is causing concern, parents will be informed at an early stage and given the opportunity to discuss the situation.

Parents can help with discipline by signing the home/school agreement which sets out clearly how parents can support their child and share with them our views on behaviour.

Conduct outside the school gates

Inappropriate behaviour outside school may take place when a pupil is:

- 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 pupil at the school

Or where the above does not apply but the inappropriate behaviour:

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

The same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

Criminal Law

Some threatening, abusive, harassing or harmful behaviour or communications may amount to a criminal offence. Where the school considers that an offence may have been committed, or that police involvement is necessary to safeguard a child or another person, the school will follow safeguarding procedures and may seek assistance from the police. Any referral to the police will be made or overseen by the headteacher and/or DSL, as appropriate.

Child-on-child abuse

Garstang St Thomas Church of England School is committed to prevention, early identification, and appropriate management of child-on-child abuse both within and beyond the school. Personal, Social, Health and Economic (PSHE) and Kidsafe provide children with information to help them keep safe.

Below is information about how the school will respond to concerns or allegations of child-on-child abuse:

The DSL will discuss the concern(s) or allegation(s) with the member of staff/child who has reported it/them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

Our DSL will use their professional judgement to:

- assess the nature and seriousness of the alleged behaviour, and
- determine whether it is appropriate for the alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required.

In borderline cases the DSL may consult with children's social care and/or Lancashire MASH (or equivalent), and/or other relevant agencies in accordance with the Local Safeguarding Partnership's procedures on a no-names basis (where possible) to determine the most appropriate response.

Where the DSL considers or suspects that the alleged behaviour in question might be abusive or violent on a spectrum or where the needs and circumstances of the individual child/children in question might otherwise require it, the DSL will contact children's social care and/or the police immediately and, in any event, within 24 hours of the DSL becoming aware of the alleged behaviour.

The DSL will discuss the concern(s) or allegation(s) with the agency and agree on a course of action, which may include:

- **Manage internally with help from external specialists where appropriate and possible.**
Where the alleged behaviour between children is abusive or violent (as opposed to inappropriate or problematic – unless as stated above), scenarios listed below should ordinarily apply. However, where support from local agencies is not available, the school may need to handle concerns or allegations internally. In these cases, the school will engage and seek advice from external specialists (either in the private and/or voluntary sector).
- **Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of the child/children and their family.**
These services may, for example, include family and parenting programmes, responses to emerging thematic concerns in extra familial contexts, a specialist harmful sexual behaviour team, CAMHS and/or youth offending services.

- **Refer the child/children to children's social care for a section 17/47 statutory assessment.** Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and, if appropriate, a report to the police) is made immediately. This referral will be made to children's social care in the area where the/each child lives.
- **Report alleged criminal behaviour to the police.**
Alleged criminal behaviour will be reported to the police.

7. PREVENTING BULLYING

Bullying is completely unacceptable at Garstang St Thomas Church of England Primary School and is treated very seriously by all members of staff. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies

- PSHE and lesson time
- Circle Time
- Worship
- Taking part in Anti-bullying weeks
- Monitoring areas within the school building i.e. toilets, cloakrooms etc
- Monitoring of playground by staff on duty

See anti-bullying policy for more information.

8. CONFISCATION OF INAPPROPRIATE ITEMS

School staff will follow the Department for Education guidance on searching, screening and confiscation. The headteacher, and staff authorised by the headteacher, may search a pupil or their possessions where the legal conditions for a search are met. Staff should seek the pupil's co-operation before a search wherever practicable.

- Staff may confiscate, retain or dispose of a pupil's property where this is lawful and reasonable, including as a disciplinary penalty in accordance with the school's behaviour policy.
- Authorised staff may search without consent for prohibited items where the statutory conditions are met. Prohibited items include:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items

- Tobacco, cigarette papers and other tobacco products
- Pornographic images
- Fireworks
- Any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules where the rules identify it as an item that may be searched for.

Any item found will be dealt with in accordance with the DfE guidance and the law. Items may need to be retained, returned to parents/carers, disposed of, or passed to the police or another agency depending on the item and circumstances. Parents/carers will be informed where required or appropriate.

9. POWER TO USE REASONABLE FORCE

The school does not have a 'no contact' policy. Staff have a legal power to use reasonable force in limited circumstances. Any use of force must be necessary, proportionate, use no more force than is needed for the least amount of time, and must never be used as a punishment. The school's separate Restrictive Interventions Policy (including reasonable force and seclusion) sets out the current legal framework, prevention and de-escalation expectations, SEND considerations, staff training, and statutory recording and reporting requirements.

If a child posed a risk to others in the school environment, staff would, if possible, evacuate other children away from the area.

If staff use force or another restrictive intervention, a member of SLT and the DSL must be informed immediately. Significant incidents involving force, and all seclusion and restraint incidents, must be recorded and reported in accordance with the Restrictive Interventions Policy and current statutory requirements.

10. ROLES AND RESPONSIBILITIES

The Governing Body sets out the rationale for this policy which the Headteacher operates on a day-to-day basis. We expect all staff and pupils to adhere to this policy.

We expect all parents/carers to support this policy; communication about any aspect of this policy and its application should be directed to the headteacher.

Designated staff for this policy area are the headteacher, deputy headteacher and pastoral leader, referred to in this policy as the Senior Leadership Team (SLT).

Senior Leadership Team (SLT)

The senior leadership team as referred to in this policy are the headteacher, the deputy headteacher and the pastoral leader

Key members of staff involved in pupil support in this area include the pastoral leader and SENCO.

11. SCHOOL SUPPORT SYSTEMS

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability. This is in accordance with the SEND code of practice. We recognise that a child with social, emotional and behaviour difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, the pupil's needs will be considered through the school's graduated approach to SEND. An individual behaviour support plan and, where appropriate, a risk assessment may be established in consultation with the pupil and parents/carers. This will outline agreed targets, reasonable adjustments, preventative and de-escalation strategies, and the ways in which the school will support the pupil. This may include referral to an appropriate outside agency.

It may also be appropriate to help other children in school understand what they can do to support this particular pupil. Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy.

We fully recognise the need to ensure that staff access appropriate training and pastoral support to help them manage pupils who present with challenging behaviour. This includes allegations as a result of reasonable force.

12. NURSERY AND PUPIL TRANSITION

The areas listed in this policy apply to the main school. Below is information specifically for the EYFS in nursery and in transition to school (generally the first half term):

Garstang St Thomas Nursery aims to create a caring learning environment. Our motto is "Love, Laughter and Learning". We believe that in order to enable an effective learning environment in which children can develop socially, emotionally and academically, good behaviour in all aspects of nursery life is necessary. We seek to create a caring learning environment for all children by:

- Encouraging and acknowledging good behaviour and having a consistent approach to unwanted behaviour
- Promoting self-esteem by encouraging children to value and respect themselves and others
- Providing a safe environment
- Promoting early intervention
- Encouraging a positive relationship with parents/carers
- Encouraging children to take responsibility for their behaviour
- Explaining unacceptable behaviour

- Being good role models

Encouraging good behaviour

Positive behaviour is promoted through:

- Praise, rewards and encouragement, i.e. thumbs up, a pat on the back, smiles, stickers and positive language.
- Using it as an example to others to promote desired behaviour.
- Modelling and developing social skills such as: sharing, manners, hygiene and taking turns.
- Encouraging children to take responsibility for their own behaviour and that of others, i.e. supporting a child to tell another child 'please don't do that, I don't like it'.

Dealing with undesirable behaviour

Our starting point is to take into account the child's age and stage of development.

Unacceptable behaviour includes:

- Bad language and derogatory language
- Not complying with turn taking sharing and other social skills
- Physical harm of the other children/self or staff
- Repetitive damage of nursery property or of that belonging to another child
- Bullying

Staff will work to prevent unwanted situations from occurring by intervening before they happen.

We have a variety of strategies that we use to deal with unwanted behaviour. These vary according to the age and stage of the child, the situation and other factors such as tiredness.

These include:

- Reminders
- Verbal warnings with explanation
- Removal of equipment
- Distraction
- Removing of child from situation
- Time out (as appropriate)

However, our focus is always on promoting positive behaviour and the prevention of unwanted behaviours.

If a child is showing persistent behaviours that are not typical to their age/stage we will then take the following steps:

- Persistent behavioural problems will be discussed with the parent/carer, noted in the child's records and the SLT will be informed
- If necessary, an individual behaviour plan (IBP) will be implemented

- Further advice from partnership agencies will be sought if necessary i.e. health visitor, community nursery nurse, speech and language team, EP etc

Pupil Transition (other year groups)

Children who require induction/re-introduction into school life will be supported by the pastoral leader at school. This may involve going through the behaviour policy in detail and discussing aspects of it. It may involve planned sessions over time if necessary.

13. CONSULTATIONS, MONITORING AND EVALUATION

The headteacher monitors the effectiveness of this policy on a regular basis. The headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor suspensions and permanent exclusions and to assure itself that the policy is administered fairly, consistently and lawfully. The school and governing body will consider behaviour, sanction, suspension, exclusion and restrictive-intervention data for patterns or disproportionality, including in relation to pupils with SEND and pupils who share protected characteristics, and will take appropriate action where concerns are identified.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

14. RECORDS

The school keeps records of the following on the secure CPOMS system:

- If they are asked to move inside the classroom or sent to a member of the SLT
- When a child is sent to their teacher/ member of the SLT at lunch or playtime – to be recorded by the member of staff sending the child.
- Less serious incidents of behaviour involving children who are currently being supported/monitored (for example for social/ emotional reasons).
- Suspensions/permanent exclusions – to be recorded by the headteacher.

All CPOM entries must record the resolution as well as the incident of poor behaviour.

15. STAFF INDUCTION, DEVELOPMENT AND SUPPORT

We understand that for this policy to operate effectively it needs to be applied consistently by all members of staff. Each year this policy is reviewed. The content is shared with staff and children. Induction and training is provided in-house by the headteacher, deputy headteacher, pastoral leader and school office manager. Occasionally, based on the needs of children, staff are provided with further external training and support.

16. COMPLAINTS PROCEDURE

This section should be read in conjunction with the school's complaint procedure. A full copy is available from the school website.

In respect of this particular policy, it should be noted that:

- All complaints about the use of force or another restrictive intervention will be considered promptly and appropriately under the school's complaints procedure. Where a concern or allegation about a member of staff meets, or may meet, the safeguarding threshold, the school will follow Keeping Children Safe in Education and local allegations-management procedures, including seeking advice from the Local Authority Designated Officer (LADO) where appropriate.
- The school recognises its duty of care towards employees and will provide appropriate support to staff involved in, or affected by, a restrictive-intervention incident or subsequent allegation or complaint.

APPENDIX 1

SUSPENSION AND PERMANENT EXCLUSION

Only the headteacher can suspend a pupil or permanently exclude them, and any decision must be lawful, reasonable, fair and proportionate, taking account of the circumstances, evidence, the pupil's needs and vulnerabilities, and the school's behaviour policy. Permanent exclusion is a serious decision and should only be used when the statutory test is met.

Parents/carers have rights to make representations to the governing body and, in the circumstances set out in statutory guidance, to request an independent review of a permanent exclusion. The school and governing body will follow the current Department for Education statutory guidance and required timescales.

For a suspension of more than five school days, the governing body must arrange suitable full-time education from the sixth school day. Following permanent exclusion, the local authority must arrange suitable full-time education from the sixth school day.

During the first five school days of a suspension or permanent exclusion, the school will take reasonable steps to set and mark work for the pupil and will comply with the statutory duties that apply to the pupil's education and welfare.

Following a suspension, the school will support successful reintegration. A reintegration meeting and/or plan will be used where appropriate to help the pupil understand expectations, address underlying needs and return successfully to learning. Reintegration will not be used as a condition of return to school.

APPENDIX 2
ABC Sheet

GARSTANG ST THOMAS CHURCH OF ENGLAND PRIMARY SCHOOL
-Behaviour management sheet-

Observation sheet

<u>Name</u>	
<u>Setting:</u>	

<u>Date/Time</u>	<u>Where did it happen?</u>	<u>What happened just before?</u>	<u>What diddo?</u>	<u>What did you do?</u>	<u>What happened as a result of YOUR ACTION?</u>	<u>Staff initial</u>

Questions to think about –Sheet 2

Who greeted the child into the classroom?

How long was class sat before activity?

GARSTANG ST THOMAS CHURCH OF ENGLAND PRIMARY SCHOOL-**Behaviour Frequency Record-consistency**

<u>Name</u>	<u>Date of Birth</u>
<u>Date Started</u>	<u>Completed by</u>
Date completed	
Specific behaviour to be observed	

Total number of times behaviour observed	Time: Activity:	Time: Activity:	Time: Activity:	Time: Activity:	Time: Activity:	Time: Activity:	Time: Activity:	Time: Activity:
Mon								
Tues								
Wed								
Thurs								
Fri								