



Positive Behaviour Policy

At Tonacliffe Primary School we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables effective learning, high standards, emotional development of pupils and the smooth functioning of the school.

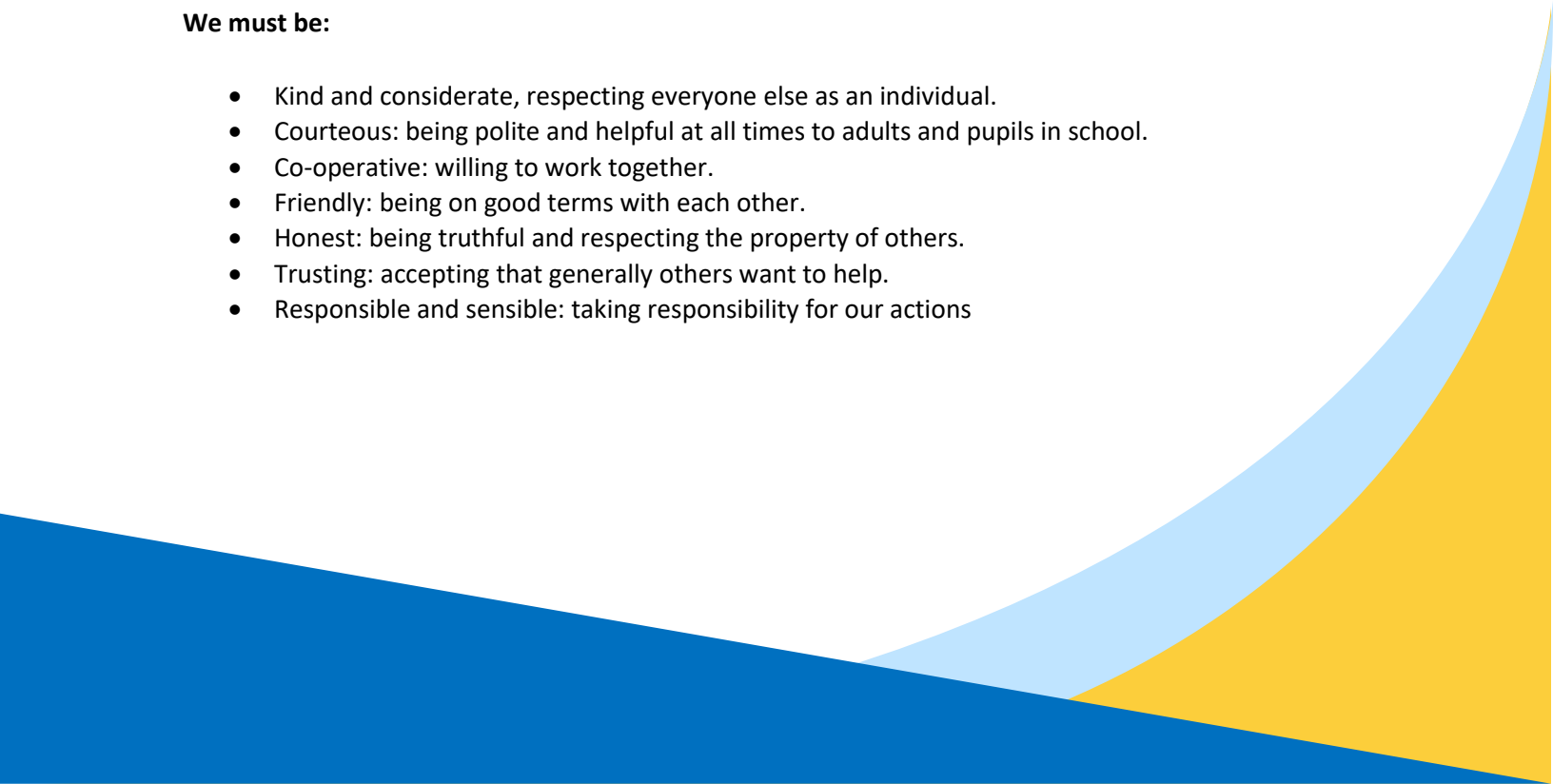
The aims of this policy are:

- To provide a warm accepting secure environment where all children have the opportunity to learn.
- To ensure that discipline is fair and consistent.
- To encourage high standards of behaviour and self-control, instilling in pupils a sense of self-worth, reliability, responsibility and respect for others.
- To encourage pupils and staff to respect the feelings, needs, interests, opinions and belongings of others.
- To promote a sense of involvement in all aspects of school life and belief in the developing partnership between parents staff and pupils.
- To be aware that all behaviour is a form of communication.
- To provide an appropriately broad and balanced curriculum to meet the children's needs.
- To promote and maintain good relationships in the local community.

The staff at Tonacliffe Primary School are working to provide an environment in which this may happen.

This means we all must follow our code of conduct:

We must be:

- Kind and considerate, respecting everyone else as an individual.
 - Courteous: being polite and helpful at all times to adults and pupils in school.
 - Co-operative: willing to work together.
 - Friendly: being on good terms with each other.
 - Honest: being truthful and respecting the property of others.
 - Trusting: accepting that generally others want to help.
 - Responsible and sensible: taking responsibility for our actions
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We will not accept:

- Physical violence to another person.
- Threatening behaviour including verbal bullying.
- Deliberate disobedience.
- Any discriminatory behaviour.
- Defiance.
- Stealing and vandalism.
- Inappropriate sexual behaviour.

Our basic rules are:

- We are gentle
- We are kind
- We listen
- We show respect
- We use our manners
- We are honest
- We work hard
- We look after property

Rewards

We have a number of reward systems aimed to encourage good behaviour, self-discipline and academic progress.

- All pupils are encouraged to earn merit points towards their Bronze, Silver, Gold and Honours Certificates. Ultimately they can achieve their annual achievement badge.
- Star Pupils are identified every week that have made a special contribution to their class and or school. They are presented with a certificate in assembly, and are celebrated on the noticeboard by the entrance.
- Pupils work and achievements are celebrated in assembly every week.
- Every member of the school community has a part to play in encouraging good behaviour. Therefore, every member of the school community is in one of four teams: Ash, Oak, Hazel and Willow. When pupils demonstrate good behaviour at lunchtime, break time, move safely around the school and show positive incidental behaviour throughout the day, they are rewarded with a 'Behaviour Star' award. These are posted into their team's box. At the end of each week these awards are counted, along with merits and the team with the most awards is entered into a draw. One award is drawn out at random from the winning team's box and that pupil receives a prize. At the end of each half term the team with the most awards overall have a non-uniform day.

Mutual Respect

At Tonacliffe Primary School we believe that in order to implement a policy of behaviour management effectively, it is essential that there is an ethos of mutual respect. Everyone has the right to their own opinion and to express that opinion but consideration must be given to how and when that opinion is expressed to show sensitivity and regard for others. Children need to be encouraged to do this by being reminded and prompted, by discussion (e.g. in circle time), by role play and by good role modelling. Respect needs to be apparent between adults, between children and adults and between children. In this way every member of the school is valued and feels valued.

Implementation

1. Parents – When their child first attends school, parents are asked to electronically sign a home-school agreement that outlines the responsibilities of the parent and school with regards to behaviour and attendance. This is renewed annually. Parents have a clear role in making sure that their child is well behaved at school.

Parents are expected to:

- Support their child in adhering to the school rules and the expectations of good behaviour.
- Ensure that their child fully understands the school rules and the consequences of not adhering to them.
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour.
- Discuss any concerns with the class teacher promptly.

2. Children

- Should treat others as they would like to be treated, i.e. with tolerance and respect for other's views and rights.
- Should accept responsibility for their own choices and actions.
- Should dress appropriately in the agreed school uniform.
- Respond appropriately and immediately to any reasonable request or instruction made to them by any adult in school.
- Complete all assigned work within an agreed timescale.

3. Role of Governors

The Governors of the school support the Headteacher and staff by:

- Promoting the ethos of Tonacliffe Primary School where all are equally valued as members of the school community.
- Creating an effective partnership between pupils, parents, staff and governors.
- Maintaining a caring, safe and nurturing environment where pupils can flourish.

- Developing a positive reputation in the community.
- Ensuring that the school community is safeguarded.

4. Staff

- Treat all children equally, irrespective of gender, sexual orientation, race, religion, disability or socio-economic status.
- Be alert to signs of all forms of bullying, peer-on-peer abuse, racial and sexual harassment and deal firmly with it in line with school policy.
- Model the type of behaviour felt to be acceptable.
- Play an active part in building a sense of community.
- Deal sensitively with children in distress.
- Support each other in maintaining good classroom management and be sensitive to each other's needs.
- Apply the agreed standards of behaviour consistently.

Guidelines for effective Behaviour Management

Schools, which have fewer problems with regard to disruption, display characteristics, which are associated with a positive educational experience for the pupils.

Therefore:

- Activities must begin on time with the pupils already engaged.
- The objectives of activities should be made clear from the start.
- Differing abilities should be planned for.
- Pupils should be aware of personal successes by the end of the activity.
- Praise effort continually.
- Ask facilitating open questions.
- Praise positive behaviour.
- Ensure all materials are available before an activity starts.
- Set clear boundaries between activities.
- Intervene quietly and at the earliest possible moment.
- If an issue can be dealt with in private rather than in public do so.
- Teachers need to take pride in their space so that the pupils take pride in it as well.

It is through staff behaviour that effective behaviour management is established. Very often this is achieved by the use of non-verbal communication alongside considered verbal communication i.e.

- Relaxed body movements.
- Appropriate eye and physical contact.
- Controlled verbal behaviour.

- Giving clear directives with no backtracking.
- Resisting pupil instigated interruptions.

It is expected that all staff will follow the code of conduct at all times.

Employed Staff Powers to Discipline Pupils

Teachers, and all paid employees, have the statutory authority to discipline pupils whose behaviour is unacceptable; who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspection Act 2006).

- The power applies to all paid staff with responsibility for pupils, e.g. Teaching Assistants.
- Staff can discipline pupils at any time that the pupil is in school or offsite, e.g. visits and residential visits.
- Staff can also discipline pupils when a pupil's misbehaviour occurs off school premises.
- Staff can confiscate pupils' property.
- Staff can impose an agreed sanction (see this policy).

The power to discipline pupils applies to behaviour both in school and outside of school (in certain circumstances – e.g. bringing the school's reputation into disrepute or incidents of bullying or harassment that affect children in school.)

The Head Teacher will consider whether a child's behaviour gives cause to suspect that the child may be suffering, or is likely to suffer significant harm. Where this may be the case, staff should be directed to follow the school's safeguarding procedure.

The schools will also consider whether continuing disruptive behaviour, might be as the result of unmet educational or other needs, and whether an Early Help Assessment (EHA) would be suitable.

It is every member of staff's responsibility to respond to and tackle inappropriate behaviour, seeking support where necessary – failure to do so may lead to disciplinary or capability procedures.



The procedure for dealing with unacceptable behaviour:

Challenging Behaviour

Challenging behaviour is defined as but not limited to:

- Discriminative abuse
- Verbal abuse
- Bullying
- Child-on-child abuse (including sexualised abuse)
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

Consequences

Consequences need to be measured, meaningful and appropriate to the behaviour and needs of the child. In dealing with behaviour that is prolonged low level disruption, higher level disruption or challenging, the member of staff needs to ensure that the pupil is given time to reflect and comply with requests of staff. This should be an overarching principle unless there is an imminent danger to the pupil, other pupils in the class or member(s) of staff. Therefore strategies such as a reminder and restating the consequences are vitally important. When taking time out, rules for leaving the classroom will need to be discussed with the pupil to make sure that they know how to leave appropriately and what they need to do in order to return.

All incidents should be followed up by the staff member when the pupil is calm and able to engage. After speaking with a child, the staff member may decide that a consequence is appropriate. A period of reflection and a restorative conversation may be all that is needed. It is essential for staff members to also reflect so any decisions for a consequence are appropriate and fair. Children must have a voice in this process. By staff listening to children – children feel valued and often can determine a consequence for themselves.

Possible consequences are:

- Completing or repeating work until it meets the expected standard (considering the needs of the child)
- Loss of free/ play time
- During play time a pupil may stand with a member of staff, or be taken indoors for a cooling off period
- The establishment of a behaviour record/log or home school report book
- A verbal disciplining from a senior member of staff
- A requirement for a written apology

- A letter/telephone call to a parent
- A meeting with parents.

All concerning incidents should be recorded on CPOMs (with relevant forms completed) and brought to the attention of the Headteacher (or Deputy Headteacher in the Headteacher's absence). Seeking help is a professional strength and should be seen as such.

School Support Systems

When dealing with pupils who display regularly low level behaviours or more challenging behaviour we will consider any causal factors. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Where there are concerns, we will work with parents and/or guardians to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment may be appropriate. In all cases, early identification and intervention can significantly support children and families, and we will develop an individualised approach that best supports the child's needs.

School staff will use trauma informed approaches e.g. PACE (See attached leaflet). Staff may also use the antecedent-behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- Antecedent (A): what happens before the behaviour occurs.
- Behaviour (B): the behaviour that occurs.
- Consequence (C): the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption. When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be monitored?

From this an individualised approach can be developed.

As professionals we will be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. We will ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where

there are long-lasting difficulties we will consider whether the child might have SEN (please see the SEN policy for more information).

Exclusion

The Head Teacher will decide whether to exclude a pupil, for a fixed term or permanently (to be approved by the Governing Body within 15 days of the exclusion being announced), taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

The Head Teacher may consider the following questions:

1. Is the behaviour in breach of the school Behaviour Policy?

If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parents' agreement?

2. Has the school previously supported the child (what/when/what level of impact did this have?)

Does the child have any recognised behaviour problems? Have reasonable adjustments already been made or could they now be made? (Evidence could be SEN documentation e.g. EHCP, Pupil Passport, Risk Assessments) Even if the child does have a recognised behaviour problem the Head Teacher has a duty of care to all children. If the risk to others cannot be controlled, then exclusion should be considered.

3. Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?

Once all other considerations have been made, and the answer to this final question is 'yes' then exclusion will be applied. In this case, the school will follow Local Authority guidelines.

Confiscation of Inappropriate Items

The general power to discipline enables a member of staff to confiscate and retain a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully.

Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must then be returned to the child or the child's parent, whichever is most appropriate.

Staff also have the power to search without consent for items which may be dangerous, or inappropriate for a pupil to have in primary school.

Equality

We are committed to equality of opportunity and to the promotion of good relations between all people, respecting their age, disability, gender, race, religion, gender identity and sexual orientation. Everyone

needs to be mindful and respectful of all members of our school community and beyond. There is **zero tolerance** towards inappropriate language or behaviour and we challenge all forms of prejudice and discrimination, including racism, disablism, islamophobia, homophobia, biphobia, transphobia, anti-Semitism, sexism and ageism. Consequences for inappropriate language or behaviour are given; this is dependent on the age and needs of the children and of course, children are taught why their behaviour is unacceptable in a supportive manner. As part of our British values, the school community is entitled to a voice and our children are able to freely express views and opinions so long as they are not disrespectful, offensive or break the equality act.

Bullying

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet). Stopping the bullying is our first priority, and any allegations of bullying are taken very seriously and investigated by a senior member of staff in line with our Behaviour Policy and our Anti-Bullying Policy.

Child-on-child Abuse

Child-on-child abuse is defined as abuse between children under the age of 18.

Tonacliffe Primary School has a **zero-tolerance approach to abuse**, including child-on-child abuse.

Staff refer to specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures where necessary.

All staff are clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it. Addressing inappropriate behaviour, even if it appears to be innocuous, can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

All staff are aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff are aware of the indicators of child-on-child abuse (for example, physical injuries, emotional and mental health issues) and how to identify it (for example, a child may become withdrawn, frightened or they may begin to behave differently). All staff respond to reports of child-on-child abuse by alerting the DSL/ SLT and recording incidents through use of CPOMS. All staff recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff must speak to the DSL if they have any concerns about child-on-child abuse.

All staff understand the importance of challenging inappropriate behaviour between children, and will not down play or tolerate abuse as "banter", "part of growing up", "just having a laugh" or "boys being boys". The school makes clear that sexual violence and sexual harassment is not acceptable, it will never be tolerated and is not an inevitable part of growing up. All staff understand the need to challenge physical behaviours, for example, pulling down trousers or lifting up skirts. They know dismissing or tolerating such

behaviours could lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse can be manifested in many different ways and is more likely to include, but may not be limited to:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse').
- Physical abuse, such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or engage in sexual activity with a third party.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).
- Upskirting, which typically involves taking a picture under a person's clothing without permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff are made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

All staff are made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Where pupils (or peers) raise concerns, they will be reassured that they will be taken seriously, be supported, and kept safe. All incidents/ allegations of child-on-child abuse are dealt with by a member of the SLT who has completed DSL training. Actions are recorded on CPOMS.

Tonacliffe Primary School and the DSL will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident

- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school staff
- contextual safeguarding issues.

Pupil's Conduct outside the School Gates

Staff have the power to discipline pupils for misbehaving outside the school gates “to such an extent as is reasonable” (Section 90 of the Education and Inspections Act 2006). This includes behaviour witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:

- Taking part in school organised activities, e.g. offsite visits, residential visits, when representing the school.
- Travelling to and from school.
- Misbehaviour when wearing school uniform.
- Or any misbehaviour at any time that 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 and includes misbehaviour online.

In all cases, the child will be disciplined when they are on school premises or when the pupil is under the lawful control of a member of staff (offsite visits and residential visits).

Physical Restraint of a pupil

In very rare situations, where a child is refusing to follow a reasonable instruction to stop their behaviour, which may be causing harm to themselves or another person or involve damaging property, the law allows staff to physically restrain a pupil using ‘reasonable’ force. For more detailed information see our Positive Handling Policy.

Allegations Against Staff/ Malicious Accusations Against Staff

All allegations against staff will be taken seriously; the Chair of the Governing Body will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. The suspension of the member of staff involved must not be used as an automatic response when the allegation has been reported. The school and Local Authority disciplinary measures will be followed where the allegation is found by the Governing Body to be true.

Where the allegation made by a child or parents is found to be false, the Chair of the Governing Body will:

- Write to the parent/parent of child to explain the outcome of the investigation and to make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and subject to data protection and that it may be shared with other appropriate parties. (E.g. Police if the child is 10yrs old and above)

- Meet with the parent/ parent and child to discuss the matter and possible consequences; in the case of a child, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the governing body will seek a written apology in the first instance.
- Exclusion of a child who continues to make false allegations about staff.
- In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further support and advice.

Policy reviewed and revised August 2025.

Policy to be reviewed by July 2026.

