

# Leigh St Mary's Church of England Primary School

## Positive Behaviour Policy



Updated: October 2025

Review: October 2026

This policy has been written in collaboration with SLT, teaching and support staff, pupils, governors, parents and the Targeted Educational Support Service.

Headteacher: Mrs S. Watson

### Named personnel with designated responsibility:

Designated Senior Person for Safeguarding and Behaviour Management: Mrs S Watson

Deputy Designated Senior for Safeguarding and Behaviour Management: Mrs J Coop and Mrs C Wilkinson

Nominated Governor for Safeguarding: Mrs Sharon Howard

Chair of Governors: Mr Ashley Turner

# Our School Mission Statement

**INSPIRE** To be the best that I can be

**BELIEVE** To believe I can make a difference for good in this world

**ACHIEVE** To know I have the roots to grow and the wings to fly

*At Leigh St Mary's Church of England Primary School, we promote a life-long love of learning. Through enriching, exciting learning opportunities and a creative curriculum, children are given the foundations to flourish. Our Christian values are at the heart of our school and provide us with a culture of happiness, respect and trust.*

*We aim to promote a sense of belonging within a warm, nurturing environment where children feel safe and valued. We celebrate cultural diversity and believe that every child should have the opportunity to be the best that they can be.*

*Through our encouragement of good manners, kindness and friendship we aim to ensure our children display the values of good citizenship. We hope to instil in our children an 'I can' attitude and to provide our children with the tools to succeed in an ever-changing world.*

## SCHOOL COMMITMENT

The behaviour policy, with positive attendance and safeguarding at the heart, links into the following areas of school life:



Leigh St Mary's Church of England Primary School is committed to creating a safe and secure environment in which children can learn successfully. Our Christian Values are at the heart of everything we do. Everyone is expected to take responsibility for their actions and to show care and concern for people, the school and its contents. The school recognises that every member of the school community has a responsibility for promoting good and courteous behaviour. Staff are committed to working closely with parents, pupils and Governors to promote positive behaviour and to create a culture of respect. We will always endeavour to take a considered and sensitive approach in order to support the differing needs of all of our pupils.

Through the school mission statement and aims we will endeavour to provide a curriculum that will inspire, motivate and develop skills required to equip children for adult life in a rapidly changing society. Skills in English, Maths, Computing and Science will feature highly, but equally a healthy outlook to life in sport, drama, music, art and the creative curriculum will play a significant part in the designated curriculum for each pupil.

Pupils will have wide ranging opportunities to learn about their behaviour and how it may affect others in both a positive and potentially negative way. Some of these opportunities are Whole School Worship, Classroom Worship, PSHE lessons, RE lessons, Circle Time, School Council, The Glade (nurture), Good to be Me, Lego Group, Eco Committee, Team Worship, Play Leaders, Sport Captains and Buddies.

## **Equal Opportunities**

At Leigh St Mary's we follow the guidance set out in The Equality Act 2010. This explains school's legal duties in regard to safeguarding and the treatment of all pupils and those with Special Educational Needs or Disability. All pupils at Leigh St Mary's Church of England Primary School are treated with the upmost respect and care. All pupils are treated equally regardless of gender, needs, disability, race, religion or belief. School monitors data carefully and behaviour trends in specific groups are highlighted and actions put into place to support any areas of need.

## Staff Training

Staff at Leigh St Mary's are trained regularly in the management of behaviour. Training has included:

TESS Support

Graduated Approach to SEND

Team Teach

MAPA Training

Catch Me Being Good

Attachment Theory training

Supporting Transition for Children with Complex Needs (SENDCo)

Nurture Group training and clusters

SENCo Training and clusters

LLG ECT support programme

Prevent training

Safeguarding Level 1 and 2 training

Designated Safeguarding Lead training

Trauma Informed Schools Diploma (Pastoral Manager)

National Award for SEND (SENDCo)

Sensory Processing Disorder training

Emotionally Friendly Schools

Zones of Regulation

Draw and Talk

Earliest Help training

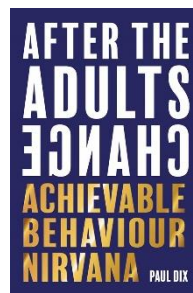
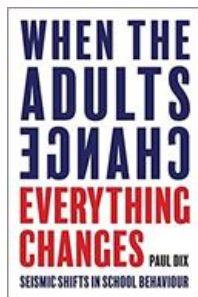
Emotionally Friendly Schools training

National Nurturing Schools Accreditation training

## THE BEHAVIOUR PROCEDURE

We celebrate good work, good behaviour, good attitudes and individual effort at Leigh St Mary's Church of England Primary School. We encourage children to always aim for their best and we endeavour to encourage each child's self-discipline through positive praise and rewards. However, we recognise that it is necessary to address inappropriate behaviour.

At Leigh St Mary's we believe that a calm consistent approach is the best strategy to support positive behaviour and we have taken much of our guidance from a book by Paul Dix called *When the Adults Change Everything Changes* and *After the Adults Change Achievable Behaviour Nirvana*



### Consistent and Calm Adult Behaviour

*"The answer lies in the ability of adults to deliver behaviour policy and practice that is simple, highly effective and utterly consistent."*

Adults throughout school are actively encouraged to keep calm and remember to smile and have a measured response to everything.

*It is a consistency routed in kindness...*

We believe:

*The foundation of every school must be excellent behaviour.*

*Small, persistent and visible shifts in adult behaviour have an incredible effect on children's behaviour.*

Emotionally calm and consistent approach includes:

- The essential daily drumbeat of the same rules, calm, smiling adults and predictable responses lay the foundations for a climate that works for everyone.
- Nurture starts at the school gate and in the classroom door.

- Starting with the simplest consistency - All staff to greet the children in the morning with a smile and to mention the child's name.
- Getting the class silent and ready for instruction. Embellished countdowns work well to start with. 'Eyes on me' also works well.
- Ending the lesson with positive reflections – routing self-reflection encourages deeper learning and creates enforced moments of stillness and silence.

### The First Beats

- We encourage our teachers and staff to use positive praise from the very first beats of a lesson or activity.
- As the pupils enter the room, identify the behaviour you want to see and acknowledge it. Bury the pupils with positive affirmations and acknowledgements. "The fastest way to get a class of children to settle is to praise the behaviour you want to encourage." (Paul Dix, 2021)

### RECOGNITION BOARDS (Paul Dix 2017)

- A recognition board is the simplest way to shift the culture in your classroom. Advertising the behaviour that you do want helps.
- Write at the top of the board that you do want that day (it will differ every day, else it will become wallpaper) Maybe try 'one voice' for a noisy class, 'speak politely' or 'hands and feet to yourself'. It will move away from social behaviours to more learning outcomes to, 'accurate peer feedback' or 'persuasive language'. When you see the behaviour of the day, write their names on the board.
- The recognition board isn't about showering praise to one individual but about a collaborative approach, we are one team, focused on one learning behaviour and moving in one direction. Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically.
- The board fosters a positive interdependence in the classroom, but there is no prize, no material reward. At the end of the lesson, morning, day, the aim is to have all names on the board. Even children who have received a private outcome can have their names on the board.
- The aim of the board is to raise expectation, not to write something on there that they can already do well. Emphasise peer responsibility. It isn't a competition

between individuals, rather a whole class helping everyone to get their name on the board.

- Pupils are recognised for effort (Growth Mindset) not achievement.
- When the board is full with everyone's name on it, a collective 'whoop' or something similar 😊 is all that is required. Large rewards are not necessary. To keep the atmosphere positive the mini celebration at the end of the lesson is enough.
- Use the recognition board persistently and relentlessly catching learners doing the right thing.
- Adults around school, look out for the positive and praise the child.
- Afternoon Tea with Mrs Watson for those children who have gone above and beyond.
- Let's talk about the children in a positive way in the staff room – the ones who have gone 'over and above' and mention it to the child when you go back to class.
- Instead of hands up try using thinking thumbs – children show they are ready to answer in a calmer way.



## Recognition of Good Behaviour



Class Dojo reward system is in place and this operates throughout school. The underlying principle of the reward system is receiving a Dojo Point for displaying our Christian Values and Diamond Rules within school. Children accrue dojos throughout the term and are encouraged to work together as a class to earn a set class target. This target may be rewarded at the staff member's choosing according to the needs of each class.

At Leigh St Mary's we also give:

*Verbal praise and feedback*

*Written feedback in children's workbooks*

*Diamond Behaviour Award awarded in Celebration Assemblies*

*Love to Learn Award*

*Pride and Presentation Award*

*Health and Fitness Award*

*Diamond Diner Award*

*KS1 Values Award*

*KS2 Values Award*

*RED TED and Red Carpet Reading Awards*

*Catch me being Good*

*Whole Class Diamonds in the Jar*

*Free Choice Friday*

*Stickers*

*Verbal and written messages home to parents*

*Visiting the Headteacher with good work or good news*

*Visiting another teacher with 'good work or good news*

*Notes are sent home in pupil planners when pupils have had some achievements to celebrate*



## The Three Diamond Rules

At Leigh St Mary's we have adopted **The Three Diamond Rules**. The rules govern the whole school as well as individual classes. They show children how to act when they are going about their school routines, reminding them that they need to do everything in accordance with the rules set out by school. The Diamond Rules also echo the school's core Christian Values.



### The Three Diamond Rules



(Diamond because they should last forever)

1. Show respect and good manners at all times.
2. Follow instructions with thought and care.
3. Care for everyone and everything.

### The Child's Voice

Rules are set by the school not by the children. Children have their say and input into the instructions throughout school. At the start of each school year teachers work collaboratively with their class to decide upon their class instructions. These are then signed by every member of the class including teaching and support staff. The instructions are displayed prominently within the classroom and referred to on a daily basis. Possible examples of instructions are: Please put your hand up when you want to ask a question, please don't run in the corridor, thank you for showing good listening etc.

*Children need models rather than critics.*

(Joseph Joubert)

### How should we use the rules as well as instructions?

- ✓ The rules must be modelled by the adults in school.
- ✓ The rules must be clearly displayed in the classroom and around school.
- ✓ The rules should be referred to in all areas of the school – for instance in assembly and at lunchtime.
- ✓ The children must be clear on what rules they have followed when they are being praised.
- ✓ Parents and carers must be informed of the rules.
- ✓ The rules must appear in the behaviour policy.
- ✓ Children must be encouraged and praised for following the rules.

- ✓ Children must know that when they have chosen not to follow a rule there will be repercussions. (diamond outcomes)
- ✓ A key rule and an instruction should accompany the start of every lesson/activity.

(Taken from Better Behaved by Greg Sampson)

## Positive Behaviour Awards and Outcomes



### Class Dojo

- Dojo points should be given out to children for positively displaying our school values and Diamond Rules.
- Dojo points should be given out to children for positive and noteworthy behaviour.
- Dojo points can be given out at any point during the school day, including lesson time for displaying values through their school work or exemplary behaviour within class.
- Celebration Assembly certificates are worth 10 Dojo points.
- More than one Dojo point can be given out to a child each day at the teacher or support staff's discretion.

## Dealing with Negative Behaviours (Paul Dix 2017)

- An emotionally led response to bad behaviour should always be resisted.
- How we behave is more important than how the children behave.
- When children behave badly give them what they **don't** want: a cool, mechanical, emotionless response.... save your emotion and passion, enthusiasm and excitement for when it has most impact – when behaviour is over and above.
- Children's names should not be written on the board for negative reasons. Paul Dix calls this 'naming and faming' not 'naming and shaming'.
- What works in terms of consequence is: the 2 minutes after the lesson that you hold a child for at the end of the lesson, sufficient enough to talk to them about the line they have crossed and for you to make it clear that their behaviour isn't acceptable. A lengthy punishment has no more impact.
- Limit addressing bad behaviour to a one-to-one conversation in class to 30 seconds each time. Get in, deliver the message, anchor the child's behaviour and get out, with your dignity and the child's dignity intact.

- This performance takes practice and a script:

Deliver the outcomes, add a reminder about the kind of behaviour that you have seen from the child (yesterday or last week) '*That* is the person I know, *that* is the Chelsea I need to see today'. 'Thank you for listening' and move away from the child.

Choose one or two micro scripts to try; deliver them in a dull, formal, predictable voice that rewards nobody.

1. You need to.... (speak to me at the side of the room)
2. I need to see you... (following the agreed routine)
3. I expect.... (to see your table tidy in the next 2 minutes)
4. I know you will.... (help to clean the wall)
5. Thank you for.... , let's walk and talk
6. I have heard what you said, now you must... (Collect your things calmly and move to the thinking spot)
7. We will .... (have a better day tomorrow)

Seven more....

1. You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic, and this will happen....' If you choose not to do the work, then this will happen....I'll leave you to make your decision'
2. Do you remember yesterday when you helped me to tidy up? That is the Matthew I need to see today, that is the Matthew you can be all the time.
3. I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour, but I believe that you can be a success.
4. I am not leaving; I care about what happens. You are going to be brilliant.
5. What do you think were the poor choices that caught my attention?
6. What do you think you could do to avoid this happening in the next lesson?
7. Child's name - it's not like you to...

- ✓ Remember to link behaviour conversations to the Diamond Rules.

- ✓ Remember that restorative follow-up is vital. Staff should use either a discussion or a feelings reflection sheet.
- ✓ All instances of negative behaviour should be recorded in CPOMS

## Behaviour Sanctions – Including Detention

### Behaviour Sanctions:

The following outcomes are for all teaching, support and welfare staff.

If a behaviour incident is deemed serious enough, then detention may occur. This would be in the form of missing playtime or lunchtime or removal from the classroom environment for a specified length of time.

If a pupil is placed in detention, then parents or careers should be informed and the incident logged on CPOMS.

Repeat occurrences of behaviour that results in detention should be monitored carefully and involve discussion with parents, SLT and possible outside agency support should be involved. Action should be put in place swiftly to minimise the number of detentions occurring. For further information please see the government guidance towards the end of this policy regarding detention of pupils and what the law allows.

*If children's behaviour is deemed unacceptable or inappropriate, then the following behaviour sanctions should be followed clearly:*

### Sanctions In the classroom

If a child is displaying undesirable behaviours, please follow the following outcomes:

1. Give a look or a sign to show that you are not happy with the behaviour.
2. First verbal warning.
3. Second verbal warning.
4. Miss 5 minutes of playtime and **record incident on CPOMS**. Also miss 5 minutes of Free Choice Friday.
5. If a child misses playtime write this in their school planner.
6. If a child appears on CPOMS three times arrange for their parents to meet Mrs Watson.
7. Follow up by using Making Things Right for EYFS and KS1 or KS2

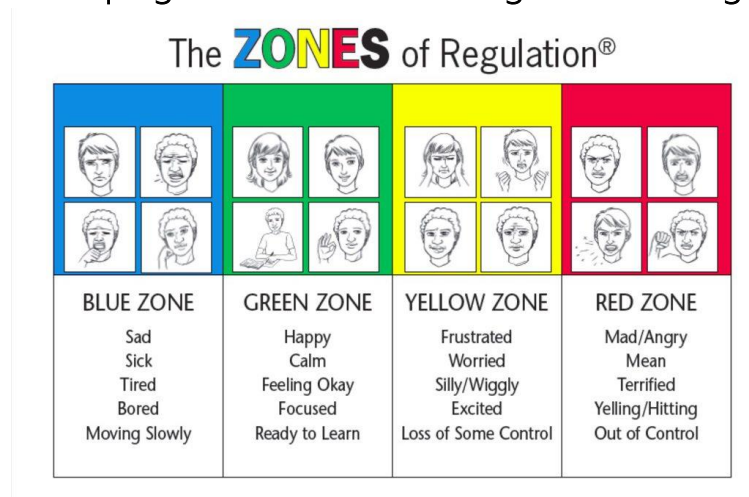
## Sanctions on the Playground

If a child is displaying undesirable behaviours, please try to follow the following outcomes:

1. Give a look or a sign to show that you are not happy with the behaviour.
2. First verbal warning.
3. Second verbal warning.
4. Miss 5 minutes of playtime with staff on duty. **Record incident on CPOMS.**
5. If a child misses playtime write this in their school planner.
6. If a child appears on CPOMS three times arrange for their parents to meet Mrs Watson.
7. If there is another incident on the same day send the child inside to the designated area and inform class teacher that they should miss 5 minutes of Free Choice Friday.
8. Follow up by using Making Things Right for EYFS and KS1 or KS2

# The Whole Child Approach

## Developing Self- Awareness using Zones of Regulation



At Leigh St Mary's we have adopted Zones of Regulation as a way of supporting pupils to recognise, understand and manage their feelings and emotions. We recognise that it is important that all feelings are given validation and that pupils understand that it is ok to have intense and complex feelings such as anger and sadness. We place huge importance on how pupils deal with their emotions and encourage pupils to self-regulate by choosing different ways to feel happy and calm.

In each classroom a Zones area is established with specific colours for various feelings. The colours are red, yellow, blue and green. Children have their photograph, peg or name nearby and can place themselves on the colour that they are feeling. These pictures or pegs can be moved throughout the day as we encourage pupils to recognise their feelings and act accordingly. Alongside the Zones area there are calm kits and calm corners in every classroom. Pupils may use these areas and kits to help themselves to regulate their feelings and emotions. Pupils should be praised for self-regulation and encouraged to make positive choices to understand and therefore regulate their own behaviours.

### Regulate, Relate, Reason

For particular pupils it is important that staff help them to regulate and calm their stress responses by offering soothing and reassurance. Strategies may include:

#### Regulate:

- **Encourage sensory experiences:** move the muscles groups with hugs, weighted blankets or rhythmic and repetitive activities such as playing catch.
- **Engage in patterned, repetitive rhythmic activity:** walking, running, dancing, singing or calming breathing techniques.

- **Use relational tools:** with reflective listening and emotional coaching strategies, use clarifying questions or authentic empathy where you actively and truly try to understand what is being experienced by the pupil.
- **Give space:** sometimes it may be necessary to allow the pupil time alone to work through their feelings and emotions. Reassure them that you are nearby and will be there for them when they need you.
- **Get down low:** standing over a pupil can make them feel overwhelmed, while kneeling down at their level creates safety.
- **Let them play:** opportunity throughout the day for unstructured play experiences is a great self-regulating activity. This may be built into a pupil's day via an IBP or PSP.

### Relate:

Connect with pupils through attuned, sensitive relationships. Empathise and validate their feelings so they feel understood.

- **Play together:** opportunities to have fun with pupils helps to build trusted relationships.
- **Nurture:** nurturing experiences can help the pupil to feel secure.
- **Share activities:** think about what the pupil loves to do and try to build that into their day.

### Reason:

Once a pupil is calm and connected, they are able to fully engage in learning. Help them to reflect, remember, articulate and feel self-assured.

- **Use collaborative problem solving:** find solutions that work for everyone.
- **Explain why:** when reasons are known it helps to change negative behaviours
- **Share your feelings:** some pupils may not be able to see the consequences of their actions so by explaining your feelings this can help them to develop understanding.
- **Reflect together:** complete a feelings reflection activity such as making Things right.
- **Ask questions:** you might learn something new
- **Encourage confidence:** highlight what was done well.
- **Simulate to stimulate:** walk through solutions through play such as puppets, telling or creating stories, drawing reflective pictures or artworks to encode learning deeper and make it easier to remember.

## Thinking Time

It is sometimes necessary for pupils to have 'time out' of the classroom environment. This is not a punishment and should be seen as a carefully planned intervention and be documented in a Pupil Learning Plan. Staff should consider the purpose of the time out intervention with the aim of achieving a positive outcome for the pupil. At Leigh St Mary's we refer to 'time out' as thinking time. During this time pupils will have the chance to reflect and calm.

Thinking Time should be for no longer than is necessary and the time spent away from the classroom should be as constructive as possible. Pupils who are regularly accessing thinking time should be monitored carefully using assess, plan, do, review as part of the graduated approach.

## Special Educational Needs

When a pupil is highlighted as having Special Educational Needs for specific behavioural difficulties, the procedures for dealing with that child may differ to our diamond rewards and outcomes. The alternative procedures will be formed in agreement with the pupil, their parents and the relevant school staff. The procedures will be clearly explained to all those who might have contact with the pupil in school.

The support available to pupils within school with social, emotional and mental health needs follow the school's graduated approach to SEND. This support begins with Quality First Teaching within the classroom environment. Small adjustments may be made to the pupils' routine or environment. Where further support is needed then small group support may be necessary. This could lead to further support including 1:1 interventions.

At Leigh St Mary's we also have the support and involvement from outside agencies such as TESS (Targeted Educational Support Service), Educational Psychology Service, CAMHS, Start Well, Speech and Language Therapy and Occupational Therapy.

Pupils who have severe social, emotional and mental health needs will have their support recorded in a plan. It may be thought best that particular pupils follow the school's Supporting Social and Emotional Development Policy and Pathway. They may also be supported via individual behaviour plans, Early Help or a Pastoral Support Programme.

Following on from support from external agencies it is sometimes necessary to consider other approaches to support a pupils' behaviour. This could involve an Education, Health and Care Plan (EHCP), attendance at a short stay placement away from the main school site or suspension.

School is committed to working with parents to support behaviour both in and out of school. Parents and carers should be made aware of the outside agency support available to develop their child's social, emotional and behavioural skills. Some examples of this support are TESS, EPS, Start Well, Restorative Solutions and Local Children's Centres or support groups.



## Behaviour Incidents of a Serious Nature

Incidents of a very serious or a persistent nature (e.g. bullying), will be referred to and dealt with by the Headteacher or Deputy Headteacher. This will usually involve the Headteacher and relevant school staff working closely with the pupil and parents to address and resolve the inappropriate behaviour. The support will follow the school's graduated approach to SEND as outlined above.

As there may be times when staff in school are required to use reasonable force to control a behaviour incident Leigh St Mary's Church of England Primary School has adopted the Team Teach approach in response to behaviour incidents of a serious nature. This is a supportive approach which allows pupils displaying social, emotional and mental health needs to be kept safe, helped to become calm, to recover from the incident and to maintain their dignity. At all times the health, safety and wellbeing of the pupil is the upmost priority. Pupils who require Team Teach intervention will have a personalised Positive Handling Plan. The intervention used will always be in the best interest of the pupil. For more details of the school's Team Teach approach please refer to The Positive Handling Policy.

All members of staff are regularly updated with regard to government guidance regarding the use of Positive Handling, Physical Intervention and Duty of Care.

Any behaviour incident of a serious nature will be logged via CPOMS and in the school's Bound and Numbered Book. Parents will be informed and staff involved will have the opportunity to reflect on the incident and plan for any necessary future intervention.

Please see the government guidance for more information:

[https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## Managing Pupil Transition

Times of transition can be 'hot spots' for potential behaviour issues. At Leigh St Mary's we plan carefully for daily transition around school and times of major transition. Major transition could include moving year groups at the end of the school year, moving from EYFS to Year 1, moving from Key Stage 1 to Key Stage 2 and transition of Year 6 to high school.

Transition will be thought out and planned carefully according to the needs of individual pupils. It may be necessary to involve parents and outside agency support for the transition of pupils with more complex needs. Pupil Passports and One Page Profiles should be set up as deemed necessary.

Possible transition support may include:

- ✓ Visits to the new environment
- ✓ Meeting the new teacher and support staff
- ✓ Carrying out transition activities such as a day in the new class or a meet the new teacher activities
- ✓ Teachers and support staff transition meetings
- ✓ Opportunities to meet new parents
- ✓ Creating Pupil Passports
- ✓ Creating One Page Profiles
- ✓ Sharing examples of pupils' work
- ✓ Sharing assessment data
- ✓ Sharing knowledge of successful interventions
- ✓ Sharing Individual Education Plans (IEPs), Individual Behaviour Plans (IBPs), Positive Handling Plans (PHPs), Pastoral Support Plans (PSPs), Education, Health and Care Plans (EHCP)
- ✓ Sharing knowledge of external agency involvement
- ✓ Creating social stories for individual pupils with more complex needs

## **The Power to Discipline Beyond the School Gates**

At Leigh St Mary's Primary School our high expectations of behaviour and conduct extend beyond the school day. We expect our pupils to behave with respect and courtesy and show positive behaviours outside of school and to act as role models for our school. This includes the appropriate use of social media. Pupils and parents will sign a home school agreement to promote good and courteous behaviour both in and outside of school.

We believe that it is important to maintain good order on transport and educational visits. Good behaviour on trips secures the pupil's safety and that of staff and the general public.

Any reports of bad behaviour or bullying that occur anywhere off the school premises will be dealt with by the Headteacher. Sanctions will be followed accordingly and investigation, discussion, plan and involvement of any external agency support will be carried out as appropriate.

School may discipline a pupil for any misbehaviour when a child is:

- ✓ Taking part in any school-organised or school related activity
- ✓ Travelling to and from school
- ✓ Wearing school uniform
- ✓ Is in some way identifiable as a pupil of the school

Or misbehaviour at any time that:

- ✓ Could have repercussions for the orderly running of the school
- ✓ Pose a threat to another pupils or member of the public
- ✓ Could adversely affect the reputation of the school.

### Isolating a Pupil on Behaviour and Safety Grounds

As part of the school's duty of care to protect the safety and wellbeing of all pupils at times it may be deemed necessary for extremely disruptive pupils to be placed in an area away from other pupils for a limited period. This could mean they are placed in a separate room. If a pupil is placed in a separate room, as a disciplinary penalty, this should be logged on CPOMS and the Headteacher should be notified. Team Teach strategies and guidance should be deployed to guide or escort the pupil to a safe, designated area. Use of a separate room must only be used in the first instance of a serious behaviour incident or where the child's behaviour poses a significant risk of harm to themselves, other children, staff or property. It must be for the best interest of the pupil and any use of the room that prevents a child from leaving of their own free will should only be considered in exceptional circumstances and as part of a dynamic risk assessment. The pupil **must be under constant supervision by at least one member of staff** and Positive Handling Plan procedures should be followed carefully as appropriate. **At no point must a pupil be left unsupervised.** Staff should follow emergency procedures for gaining assistance of another staff member if necessary. Staff must also ensure the health and safety of pupils and themselves at all times. Staff should make contact with the pupil's parent and carer and assess if their support is needed within school.

Any emergency use of separation should trigger a review of a pupil's Positive Handling Plan and any Risk Assessment should be updated.

If pupils are kept in a separate room, it should be for no longer than is necessary and their time spent there should be used as constructively as possible. Staff should also allow pupils time to eat or use the toilet.

Parents and carers must be informed if their child has been placed in isolation.

It is important to make clear that 'time out' and 'thinking time' are not isolation.

## Pupil Suspension and Exclusion

There may be times when a pupils' behaviour is of an extremely serious nature. In these cases, it may be deemed necessary to suspend a pupil on a fixed term or permanent basis.

A decision to suspend a pupil, either for a fixed period or to permanently exclude is taken extremely carefully and is seen as an absolute last resort by the school.

The decision to suspend or exclude a pupil may be taken in the following circumstances:

- In response to a serious breach of the school's rules or policies;
- If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school;
- If there has been a breakdown of relationship between school and parents.

Leigh St Mary's Church of England Primary School adopts the government guidance on pupil suspension and exclusion and the list of reasons for suspension or exclusion set out in that guidance.

Suspension or exclusion can only be administered by the Headteacher or Deputy Headteacher in her absence.

[https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions and permanent exclusions guidance.pdf](https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf)

At times, the Headteacher will decide not to use the extreme outcomes of suspension or exclusion but will decide that an Early Help or Pastoral Support Plan should be drawn up to try and avoid the outcomes of exclusion in the future. This might be accompanied by an internal suspension.

### **General factors the school considers before making a decision to suspend or exclude.**

Before deciding whether to exclude a pupil either permanently exclude or suspend for a fixed period the Headteacher will:

- Ensure appropriate investigations have been carried out;
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, SEND Policy, Equal Opportunity and Race Equality Policies;
- Allow the pupil to give her/his version of events;
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial harassment);
- If the Headteacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, then exclusion will be the outcome.

## **Suspension**

A suspension should be for the shortest time necessary; Ofsted evidence suggests that 1-3 days is usually enough to secure benefits without adverse educational consequences.

## **Suspension or Exclusion of SEN/Looked After Pupils**

Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.

## **Persistent or cumulative problems**

Suspension for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies.

Single Incident Temporary suspension may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Headteacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking into account of the school's policies.

## **Permanent Exclusion**

A permanent exclusion is a very serious decision and the Headteacher will consult with the Governing Body before enforcing it. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:
  - Serious actual or threatened violence against another pupil or a member of staff;
  - Sexual abuse or assault;
  - Supplying an illegal drug;

- Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as “any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him”;
- Arson;
- Behaviour which poses a significant risk to the child’s own safety.

The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

### **Suspension and Exclusion Procedure**

Suspensions are of a fixed term nature and are of short duration (usually between one and three days). The DfE regulations allow the Headteacher to suspend a pupil for one or more fixed periods not exceeding 45 school days in any one school year. If the Head decides to suspend or exclude a pupil she will:

- Communicate with the Chair of Governors;
- Ensure that there is sufficient recorded evidence to support the decision;
- Explain the decision to the pupil;
- Contact the parents confirming the reasons for suspension or exclusion, whether it is temporary or permanent, the length of the suspension and any terms or conditions agreed for the pupil’s return;
- In cases of more than a day’s suspension, ensure that appropriate work is set and arrangements are in place for it to be marked;
- Plan how to address the pupil’s needs on his/her return;
- Plan a meeting with parents and pupil on his/her return.

### **Marking Attendance Registers following exclusion**

When a pupil is suspended, it should be marked as absent using Code E

### **Removal from the school for other reasons**

The Head may send a pupil home, after consultation with the pupil’s parents if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff e.g. a notifiable disease. This is not an exclusion and should be for the shortest possible time.

## Procedure for an appeal

If parents wish to appeal against the decision to suspend or exclude, the matter will be referred to the Governing Body.

## Further Guidance

Please see guidance from Department for Education and Wigan Council website.

[https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions and permanent exclusions guidance.pdf](https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf)

<https://www.wigan.gov.uk/Resident/Education/Schools/Exclusions.aspx>

Appendix 2 – Summary of governing body duties to review the Headteacher's suspension or exclusion decision

Appendix 3 – Draught letter to parents

## ALLEGATIONS REGARDING PERSON(S) WORKING IN OR ON BEHALF OF THE SCHOOL (INCLUDING VOLUNTEERS)

Where an allegation is made against any person working in or on behalf of the schools that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will always follow the Wigan's Safeguarding Children Partnership procedures that can be accessed at:

<https://wigansafeguardingchildren.co.uk/>

<https://wigansafeguardingchildren.co.uk/professional-zone/lado>

Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the Headteacher in a locked filing cabinet.

School will also follow the following guidance from the DfE:

<https://www.gov.uk/government/publications/allegations-of-abuse-against-teachers-and-non-teaching-staff>

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

### Action

- The person who has received an allegation or witnessed an event will immediately inform the Headteacher or senior member of staff
- In the event that an allegation is made against the Headteacher the matter will be reported to the Chair of Governors who will proceed as the 'Headteacher'
- The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs



- The person against whom the allegation has been made will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Headteacher will consult with the Local Authority Designated Officer in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The Headteacher will inform the Chair of Governors of any allegation.

Every effort will be made to maintain confidentiality and to guard against unwanted publicity while an investigation is being investigated.

Disciplinary action will be taken against a pupil who has been found to have made a malicious accusation. Advice will be sought from the Local Authority Designated Officer and the action taken will reflect the circumstances and nature of the accusation. This may involve a fixed term or permanent exclusion.

### **Policy Review Procedures**

The school's positive behaviour policy is monitored annually by senior leadership and governors. New and relevant guidance from the DfE and Wigan Council is also taken in account and planned for as necessary.

Every two years a whole school review of the behaviour policy takes place. This review involves input from pupils, parents, all school staff and governors.

The following school policies are related to The Behaviour Policy:

- Safeguarding Policy, Child Protection and Early Help Policy
- Attendance Policy
- Special Educational Needs Policy
- Health and Safety Policy
- Anti-Bullying Policy

- Safe Use of the Internet Policy
- Mobile Phone Policy
- Admissions Policy
- Medicines Policy

## Appendix 1

### GOVERNMENT GUIDANCE ON ENSURING GOOD BEHAVIOUR IN SCHOOL

Leigh St Mary's has adopted the following Government guidance:

*The Department for Education, Behaviour in Schools 2024*

[https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour\\_in\\_schools - advice for headteachers and school staff Feb 2024.pdf](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)

<https://www.gov.uk/government/publications/behaviour-in-schools--2/further-guidance-and-resources-for-supporting-behaviour-in-schools>

*The Education Inspection Handbook:*

<https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-use-from-november-2025>

*Opportunity for All – Government White Paper:*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1063602/Opportunity for all strong schools with great teachers for your child print version .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1063602/Opportunity_for_all_strong_schools_with_great_teachers_for_your_child_print_version.pdf)

Key information from government guidance is highlighted below for staff reference.

### Discipline in schools – teachers' powers

#### Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

## **Punishing poor behaviour, what the law allows:**

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. The penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

**Corporal punishment is illegal in all circumstances.**

## Pupils' conduct outside the school gates – teachers' powers

### What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises.

Teachers may discipline pupils for:

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

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## Detention

### What the law allows:

Teachers have a power to issue detention to pupils (aged under 18).

Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a) any school day where the pupil does not have permission to be absent;
- b) weekends - except the weekend preceding or following the half term break; and
- c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

The headteacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

### **Matters schools should consider when imposing detentions**

Parental consent is not required for detentions. .

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

### **Detentions outside school hours**

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

## Confiscation of inappropriate items

### What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

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

2. **Power to search without consent** for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

### Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

## Associated Resources:

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

<https://www.gov.uk/government/publications/behaviour-in-schools--2/further-guidance-and-resources-for-supporting-behaviour-in-schools>

[https://assets.publishing.service.gov.uk/media/5a8079b4ed915d74e622eaaa/Behaviour\\_and\\_discipline\\_in\\_schools\\_guidance\\_for\\_governing\\_bodies.pdf](https://assets.publishing.service.gov.uk/media/5a8079b4ed915d74e622eaaa/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf)

[https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping\\_children\\_safe\\_in\\_education\\_from\\_1\\_September\\_2025.pdf](https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf)

[https://assets.publishing.service.gov.uk/media/6849a7b67cba25f610c7db3f/Working\\_together\\_to\\_safeguard\\_children\\_2023\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/6849a7b67cba25f610c7db3f/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf)

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

<https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>

[https://assets.publishing.service.gov.uk/media/63ee20a3d3bf7f62e5f76ba4/Summary\\_of\\_responsibilities\\_where\\_a\\_mental\\_health\\_issue\\_is\\_affecting\\_attendance.pdf](https://assets.publishing.service.gov.uk/media/63ee20a3d3bf7f62e5f76ba4/Summary_of_responsibilities_where_a_mental_health_issue_is_affecting_attendance.pdf)

- *Education and Inspections Act 2006*
- *Education Act 2011*
- *Equality Act 2010*
- *Children and Families Act 2014*
- *Human Rights Act 1998*
- *Keeping Children Safe in Education (latest version)*
- *Behaviour in Schools (DfE, 2024)*
- *SEND Code of Practice (2015)*
- *Use of Reasonable Force (DfE, 2013)*



