Chorlton CE Primary School
Behaviour and relationships policy

Policy information and Review

Names person with designated responsibility

Academic Year	Designated Lead Person(s)
2026 - 2027	Phil Trohear

Policy review dates

Review date	Changes made	By whom
September 2026	Policy created from old behaviour policy	Victoria Foreman

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2021-22	July 2022	John O'Donnell
2022 - 2023	October 2022	Rev. Ken Flood
2023 - 2024	October 2023	Rev. Ken Flood
2023 - 2024	February 2nd 2024	Rev. Ken Flood
2024 - 2025	October 4th 2024	Rev. Ken Flood
2025 - 2026	October 3rd 2025	Rev. Ken Flood In Rev. Ken Flood's absence, Vice Chair Marketta Mason
2026-2027	October 9th 2026	Rev. Ken Flood

At Chorlton C.E Primary:

All children should be able to learn!
All adults should be able to teach!
All members of the school community should be able to feel safe!

Our Vision: 'Loving to learn; learning to love'

'You show love for others by truly helping them,
and not by merely talking about it.'
(1 John 3. 18 CEV)

At Chorlton CE Primary we truly help each other to learn and to love through our Christian values of: Community Respect, Courage, Nurture, Curiosity = **Growth** which are central to all aspects of our school life. We are here to give our pupils an excellent education with a rich and inspiring curriculum, at the same time providing nurture and care for their spiritual/emotional, moral, social and cultural wellbeing. When they leave Chorlton CE they will be prepared for life, with resilience, compassion and having developed courageous advocacy.

Chorlton CE Primary School is a Rights Aware (Gold) school under the United Nations Convention on the Rights of the Child with UNICEF. We strive to keep our pupils safe at all times and the pupils of Chorlton CE Primary recognise that the following 6 children's rights must be reflected in this behaviour policy

- Article 2: All children have these rights no matter what!
- Article 12: Your right to say what you think should happen and be listened to
- Article 19: You should not be harmed and should be looked after and kept safe
- Article 29: Your right to become the best that you can be
- Article 31: Your right to relax and play
- Article 36: You should be protected from doing things that could harm you

OVERVIEW

The school's Christian values underpin all aspects of school life. We are committed to providing a caring, friendly and safe environment for all our pupils so they can enjoy, 'An adventure of the mind and a home for the heart'. We recognise that our parents/carers are critically important in encouraging good behaviour and using appropriate strategies to reduce negative behaviour. The school ensures that parents/carers are made aware of both positive and negative behaviour and on the rare occasions of the latter, will work exhaustively with the child and parents/carers to find ways of solving the problem.

AIMS

This policy aims:

- To create a safe, caring and respectful learning environment where all children feel seen, heard and valued
- To build trusting and respectful relationships where everyone works together to solve problems and everyone has a voice
- For pupils to take ownership in their behaviour, develop empathy with others and become self-disciplined
- To support children to identify their own and others' emotions and to develop their own strategies to self- regulate
- To promote a consistent framework for children's behaviour through the involvement of pupils, parents and school staff
- To prepare children as responsible, rights respecting citizens
- To develop social, emotional and behavioural skills, providing children with the confidence and resilience to resolve disputes with others
- For pupils to articulate their thoughts, emotions and feelings in a safe environment (Article 12: Your right to say what you think should happen and be listened to)
- To use a restorative approach to address discipline and behavioural issues and use a consistent process when reducing levels of conflict
- To create an inclusive and welcoming community, where differences are celebrated and bullying is not tolerated

- To empower our young people to stand up for their beliefs, to be truthful and to show courageous advocacy.

LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice. The school has used model guidance from The Key for School Leaders approved by Forbes Solicitors.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

ROLES AND RESPONSIBILITIES

The Governing Body

The Governing Body is responsible for reviewing and approving the aims and objectives of the school's behaviour policy and their application.
The Governing Body will also review this behaviour policy in conjunction with the Head teacher and monitor the policy's effectiveness, holding the Head teacher to account for its implementation.

The Head Teacher

The Head teacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the aims and objectives of the school's behaviour policy. The Head teacher will also approve this policy.
The Head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Building positive and trusting relationships with pupils
- Planning learning experiences that take into account the different learning styles and needs of all pupils so that all are excited and motivated to learn
- Creating a calm and safe learning environment with clear expectations identified in the Class Charter.
- Implementing the behaviour policy consistently
- Modelling positive behaviour and high expectations
- Supporting pupils to develop their understanding of their own and others' behaviour through the PSHE and Zones of Regulation curriculum
- Using de-escalation strategies to support pupils who are struggling to regulate
- Facilitating restorative discussions and repair when unexpected behaviour has occurred

- Facilitating reflection time and where appropriate 'payback' when unexpected behaviours have impacted others
- Recording behaviour incidents on CPOMS
- Ensuring that parents are informed of any behaviour incidents
- Providing a personalised approach to the specific behavioural needs of particular pupils, identifying environments and situations that may trigger unexpected behaviours and taking into account advice from external agencies where appropriate.
- The senior leadership team will support staff in responding to behaviour incidents when required

Parents

Parents can support by:

- Encouraging their child to adhere to the Rights Respecting approach
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns with the class teacher promptly
- Attending meetings and reviews where appropriate
- Trusting and supporting the school to investigate incidents fully and to engage in discussions about repair, reflection and payback (where appropriate)
- Agreeing to sign and adhere to the code of conduct set out in the Parent Charter

Training

Our staff are provided with training on the Restorative Approach to behaviour as well as bespoke INSET in regards to behaviour and consequences, guilt & shame etc. to support the SEMH of pupils. All staff are fully trained in Team Teach.
Behaviour management will also form part of continuing professional development.

PUPIL CODE OF CONDUCT

At Chorlton CE Primary we seek to encourage positive behaviour and shared expectations through a Rights Respecting approach, which will promote:

- Courtesy and respect for every other child and adult and for property within the school
- An environment where all pupils will thrive and achieve their full potential
- Pupils who can take responsibility for their own actions and respond with appropriate behaviour
- The emotional, physical and psychological safety of all within the school
- The development of mutual support, both academic and social
- The development of personal autonomy, tolerance and understanding
- Preservation and enhancement of the school environment
- Honesty
- High self esteem
- Respectful and courteous consideration of others and their individual differences
- The embedding of British Values and Rights Respecting approach throughout the school environment
- The empowerment of young citizens to meet high expectations of behaviour outside of school as well as within its boundaries
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Expectations in classrooms: The Class Charter

- At the beginning of each school year, every class works together to create a Class Charter, based on the Rights of the Child, which sets out the shared expectation for conduct in the classroom.
- This Class Charter will be used as the basis for Restorative discussions when expected behaviour has not been met.

Expectations on corridors and stairways

- Children are expected at all times to walk quietly around buildings, they should be taught to do this
- The child at the front should hold doors open where necessary and then join the back of the line
- Children should walk quietly, in line, on the left hand side up and down the stairs in the main school
- No children should be in the building during lunch or playtimes or before or after school without adult supervision unless they have spoken with the Year 6 Buddies.
- We should all be polite and open doorways for each other when not part of a class line

Expectations in Collective Worship

- Children are to be led into Collective Worship by a member of staff silently and leave silently
- A rota is in place for teachers to stay in Collective Worship in order to share in the reflection and celebration, model behaviour and assist the leader of the assembly in behaviour support
- Staff leading Collective Worship are to plan and resource their worship in advance

Expectations in the Lunch Hall

Children should line up quietly and follow the instructions of staff on duty
Meal times are part of children's education, they should be encouraged to help each other to water and milk on the table and talk quietly and sociably and to return their plate and cutlery once finished
They should be helped where necessary to make sensible choices about what they eat
The lunch experience should be positive and pleasant

Expectations in the Playground

Playtime should be an extension of the classroom and another opportunity for children to learn and engage with each other and adults in a safe and stimulating environment. It is where the children learn to develop social interaction skills and how to resolve conflict.

The Playground Charter:
The Chorlton CE Primary Playtime Charter is an agreement between school and the pupils on what the behaviour expectations should be at playtime and lunchtime to ensure that all pupils access their 42 children's rights. The Playtime Charter was created by the pupils, with an emphasis on clear behaviour expectations for all (see 6 rights referred to at the beginning of the policy). Through empowering pupils to decide on their playtime expectations, the pupils take ownership of their behaviour with agreed expected behaviour outcomes at playtime and lunchtime.

Some of our children find outside play overwhelming and require a quieter more focused approached to social interaction. The playground is divided into zones to provide structured activities and the reassurance for all pupils of a familiar and safe space. We offer supported lunchtime groups where children have structured activities, supported by a member of staff. This positive interaction allows children to explore resources with peers, to reduce anxieties and support de-escalation strategies in a safe structured and shared space. Children are able to make a smoother and positive transition back into class, ready to access learning.

Playground expectations include the following:

- Staff should facilitate and encourage positive play opportunities for all children
- Staff should encourage vulnerable and SEN children to engage in activities and support social interaction

- Playground equipment should be available and those on duty should take a lead in demonstrating its safe use and appropriate games.
- Children should feel safe and able to tell adults if they are hurt or upset
- All children are expected to follow the Playground Charter in order to keep each other safe and happy.
- Where conflict does occur, staff will take the time to facilitate a restorative discussion, ensuring that all involved have a voice and play a part in repairing the situation.
- Any incidents, once resolved at playtime, should be fed back to class teachers in a timely fashion for them to observe and follow up if necessary.
- All first aid systems will be followed
- Teachers to collect children promptly from the playgrounds at the end of playtimes
- Abandoned coats etc. should be placed in the lost property baskets

In the playtime charter, the children agreed the following behaviour expectations that they need to followed during breaktime and lunchtime:

- Encourage others to join in
- Be kind to everyone
- Say nice things and avoid using negative language
- Be respectful in competitive games
- Respect each other's personal space
- Share equipment
- Think of other's feelings
- Not exclude anyone from play

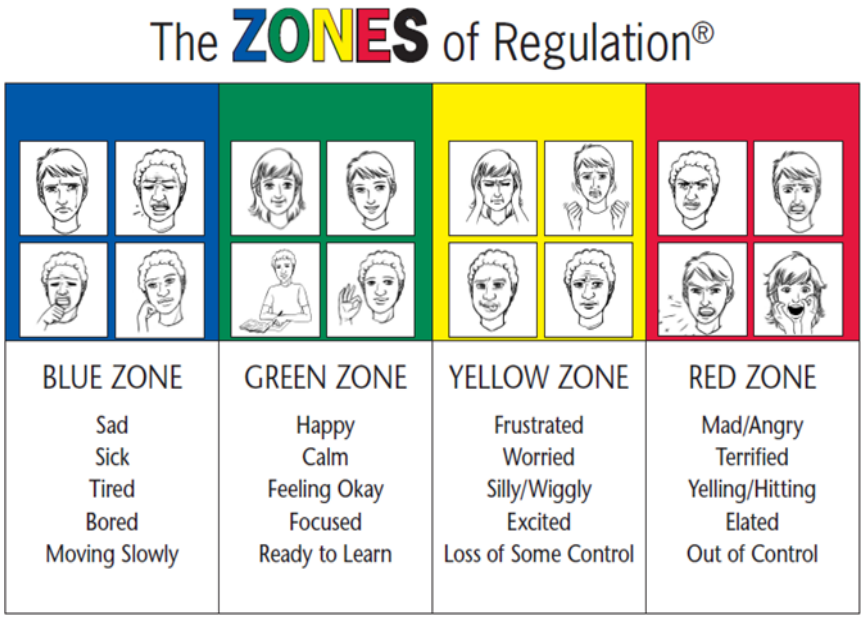
PROACTIVE POSITIVITY

At Chorlton C of E Primary, we take a proactive approach to support behaviour by building safe and trusting relationships between children and staff. Staff will take the time to get to know children, will take an interest in them and their lives and make an effort to understand what motivates and inspires them. Where they sense a change in a child's mood, behaviour or output, they will take the time to speak to the child. Our aim is that every child feels seen, heard and valued.

We believe that positive reinforcements develop self-confidence and esteem, which positively impacts learning. Expected behaviour choices are rewarded and unexpected behaviour is challenged constructively, with children being encouraged to take ownership of their own behaviour and to empathise with others.

ZONES OF REGULATION

At Chorlton CofE Primary School we strive to create a culture around mental and emotional well-being that is open and empowering for all our children. The Zones of Regulation is an approach to teaching about and talking about behaviour with an emphasis on children learning to recognise their own and others feelings and the strategies and tools needed to self-regulate. It incorporates specific taught sessions with a visual support system and the use of a consistent language frame to support children with developing self-regulation and understanding of expected and unexpected behaviours. The curriculum supports children not only to attend to how they feel, but also to better understand their sensory needs and thinking patterns. This in turn, means our children will also become more attuned to how their actions affect others, resulting in healthy relationships for all.



Integral to the school's approach to behaviour is the idea that children should be given the tools and the opportunity to identify and regulate their own emotion and behaviour. We believe this is essential if we are to support our pupils to grow into independent, confident, rights respecting citizens. Children will be directly taught to identify different emotions and to understand that there is no such thing as a bad or good emotion, there are some emotions that are more expected in certain situations than in others. Zones of regulations helps children to identify the expected zone for different elements of the school day and explicitly teaches pupils to identify strategies that help them as individuals to be in the expected zone. At Chorlton C.E, we understand like adults, all children are different and therefore it is impossible to have a one size fits all approach to behaviour. In the first instance, the school will always support and encourage children to make their own choices about how to regulate their own emotions and behaviour.

HIERACHY OF ACTIONS FOR UNEXPECTED BEHAVIOUR

(See next page)

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Hierarchy of actions for Unexpected Behaviour

At this stage, adults have become aware that a child is struggling to show the expected behaviour. This will likely display as low level disruption, such as silliness or over-excited behaviour. The aim is for the child to be reminded of the expected behaviour and to regulate their own emotions without further disruption to learning or threat to their own or others' safety.

		Staff may:	Child may:	Outcome:
Child Led Regulation	**1. Oral**	• Give a verbal reminder of shared expectations	• Refer to ZoR display prompts • Choose regulation strategy from their toolkit	• Child regulates- no further action • No improvement- step 2
	2. Visual	• Give a visual reminder using class ZoR display resources • Refer to shared expectation charter display	• Refer to ZoR toolkit • Refer to ZoR display prompts • Choose regulation strategy from their toolkit	• Child regulates- no further action • No improvement- step 3

At this stage, if support prompts are not heeded, adults will determine the appropriate level of next step action. This will depend on adult understanding of the child, their individual needs and knowledge of their preferred regulation methods. This should be done in a supportive and discrete manner, with the aim that the child is able to regulate and continue with their learning as soon as possible.

		Staff may:	Child may:	Outcome:
Adult Supported Regulation	**3. Action**	• Identify the Zone that they believe the child to be in • Remind of the expected Zone • Suggest use of a regulation strategy from the toolkit	• Follow suggestions to a quiet space in the class to regulate using ZoR toolkit • Follow suggestions to go for a sensory movement break or reset • Follow suggestions to move to another space eg Nurture Nest to regulate away from peers.	• Child regulates- no further action • Repeated incidents or no improvement within a learning session- step 4 • Repeated incidents- Step 7

At this stage, the adult has judged that the child is unable to regulate their own emotions and behaviour. This is having an impact on other pupils' learning, the staff member is unable to teach effectively and/ or there is a risk to the safety of the child or others. The aim at this stage is to reduce any further impact on others whilst supporting the child to regulate, reflect and learn from the incident so that they can move forward positively.

		Staff may:	Child may:	Outcome:
Adult Guided Regulation, Reflection and Repair	**4. Directed regulation**	• Direct child to move to a designated calm space • Direct child to move to the Nurture Nest or another calm space outside of the classroom • Direct child to regulate with an alternative trusted adult	• Identify triggers to behaviour with trusted adult • Spend some quiet time in a calm space in class, the Nurture Nest or in another classroom supported by a trusted adult • Reset with movement break facilitated by adult • If appropriate, move to a different space with a friend to support regulation	• Child is not able to regulate- ➢ Further regulation time with a trusted adult/ alternative space. ➢ All parents informed of incident ➢ Children supported by trusted adults to understand that follow up will happen at an appropriate time. • Child regulates- move to Step 5
	5. Restorative Aspect NB restorative discussion will not occur unless all parties are regulated and happy to proceed.	• Speak with all parties involved, including, where appropriate, parents to gather information about the unexpected incident • Facilitate a restorative discussion with those involved or affected by the unexpected behaviour	• Spend some time with an adult reflecting about the unexpected behaviour using restorative questions • Take part in a restorative discussion with others impacted by the unexpected behaviour • Think about what they could do differently in a similar situation in the future • Be supported to identify the impact of their actions on others and to identify if payback is necessary.	• No-one else has been significantly impacted by behaviour- Log on CPOMs; No further action • Others have been significantly impacted by unexpected behaviour- move to step 6
	6. Reflection. Payback and Repair	• Facilitate a reflective discussion with child about how they can 'pay back' what has been lost and move forward positively • Ensure that those significantly affected by unexpected choice are happy with resolution	• Spend some time reflecting with a trusted adult and thinking about an appropriate 'pay back'. This could include, but is not limited to: ➢ Playtime away from peers ➢ Loss of football ➢ Further reflection with a trusted adult ➢ In-school alternative provision (ISAP)- Half/ Full day	• Incident and outcome logged on CPOMs • Parents of all parties informed of incident and outcome

At this stage, adults are observing repeated incidents of unexpected behaviours and it is clear that a more individualised approach may be required to support the child to work within the expectations of the class and playground charter. At each point, child and parent voice will be included in decision making and there will be an element of target setting, monitoring and review.

Individualised Approach	**7. Teacher and Parent meet**	• Conversation held between the class teacher and parents. Expectations shared and a period of time agreed to monitor improvement. • Class teacher may discuss this with Phase Leader or SLT before meeting • This will be logged on CPOMs	• Improvement- No further action • No improvement- Step 8
	8. Short term behaviour plan	• Child meeting with SLT to discuss ongoing unexpected behaviours. • Revisit expectations based on class and playground charters and agree short term, achievable targets for behaviour contract. • Parents informed; log on CPOMs • Child to visit SLT at core transition points for each day of the contract to celebrate positive choices.	• Improvement- No further action. Behaviour contract finishes • No improvement- Step 9

	9. TAC meeting	• SLT, CT and parent strategy meeting to be held. Other agencies involved with child or family may also attend if appropriate. • Further actions agreed which may include: ➢ Seeking advice from other professionals ➢ SENDCO involvement; referral to external agencies ➢ Pupil passport/ behaviour support plan and risk assessment created ➢ Part-time timetable considered	• Improvement- Child continues to be supported through implementation of successful strategies and advice from external agencies/ professionals • No improvement- Step 10
At this stage, there have been significant attempts and adaptations made to support the child to understand and work within the shared expectations or there has been a significant incident where the wellbeing and safety of other pupils or staff has been directly threatened. Any action at this stage will be decided by the Headteacher in consultation with Governors and the Local Authority will be informed.			
Governance Stage	**10. Fixed term exclusion**	• Child to spend an agreed period of time away from school • Governors to be involved • Parents have the right to appeal. • Reintegration meeting to be held between Headteacher and Parents to identify and agree further support before the child returns to class.	• Improvement- Child continues to be supported through implementation of successful strategies and advice from external agencies/ professionals • No improvement- Step 11
	11. Permanent exclusion	• Governor involvement • Parents have the right to appeal	

WHEN POSITIVE SUPPORT IS UNSUCCESSFUL

Although the positive strategies above work well with the majority of children there will still be those who find it difficult to stay within the boundaries set both in class and around school.

CHORLTON CE PRIMARY RESTORATIVE PROCESS

At Chorlton CE Primary, we recognise that a restorative approach offers an alternative way of thinking about addressing discipline and behavioural issues. We know that punitive measures of consequence provide children with very little in the way of a true understanding of the impact that their actions have had on others. The restorative discussion provides a 'teachable moment' in that children can hear and observe that impact directly from those who have experienced it. It offers a consistent framework linked to the 6 Rights at the core of this Behaviour Policy and gives all parties a voice and the chance to be heard.

What is the restorative process?

Those affected are invited to have dialogue around the following questions:

- What has happened / is happening?
- What were you thinking?
- How are you feeling now?
- How are you being impacted / affected? And others?
- What do you need to do to move forward positively? How can we repair?
- If appropriate, how can we payback?

The importance of repair and 'payback'

We know that meaningful repair happens best when children are regulated and are ready to contribute to discussions about how to move forward positively. This means that sometimes restorative discussions may not always occur immediately. In this stage of the discussion children are supported to reflect about what could have been done differently in order to provide a roadmap should they find themselves in a similar situation in the future. They discuss the best way to move forward in a positive way, and are involved in decisions about what could make the situation better (Article 12: Your right to be listened to).

The aim is to reach an agreed outcome where the people affected are satisfied and where the child displaying the unexpected behaviours is given the opportunity to correct or make up for their unexpected action. Where the unexpected action has caused a direct loss or negative impact on an individual or property, the repair may involve a 'payback'. This will involve 'giving back' to the recipient what has been lost either by way of action, for example a child that injures another child during play could write a letter of apology or carry out an act of kindness to demonstrate remorse.

Some repairs may involve 'paying back' to the school community. For example, a child who has damaged school displays, might choose to give up some of their free time to help the teacher to create a new one. Repairs and subsequent 'payback' will consider any SEN need and will be proportionate to the unexpected behaviours shown. However, it is important that the pupils are given adequate support and time, facilitated by a trusted adult to reflect on the impact and consequences of their unexpected behaviour.

Through using this process what have we found?

- Children like and trust the process; children take the lead in dialogue and understand that they will be listened to (Article 12: The right to be listened to)
- Pupils take ownership of the process and desire more positive outcomes
- Year 6 Buddies are trained to facilitate restorative discussions to develop further independent problem solving between pupils.
- Improved relations due to stronger outcomes that the process delivers
- Stronger emotional literacy
- A dialogue that leads to reducing and resolving conflict
- Positive impact on self-esteem and mental health of pupils due to a positive resolution

INTRODUCTION INTO UNEXPECTED BEHAVIOURS

Through the creation of our shared charters, children are provided with a framework of clear expectations to support their understanding of expected behaviour. The underlying guiding principle is that: **all children should be able to learn! All teachers should be able to teach! All members of the school community should be able to feel safe!** Despite this understanding, inevitably there will be occasions when pupils do not demonstrate the expected behaviour. The school understands that there can be many reasons for this however it remains committed to: **All children should be able to learn! All teachers should be able to teach! All members of the school community should be able to feel safe!**

In order for this to happen when unexpected behaviours occur, the school will follow the following process.

Stage 1 – Child lead regulation
Stage 2 – Adult supported regulation
Stage 3 – Adult guided reflection
Stage 4 - Individualised monitored support
Stage 5 – Formal procedures

The school also takes into account there are pupils whose needs and life experiences mean that the behaviour systems used by the school will not be appropriate or understood. Not all children can conform and follow the same systems and achieve the same outcomes as their peers and it's important that we ensure a flexible approach so all our children feel they belong, are engaged and feel connected. At all stages of the unexpected behaviour hierarchy, there is continued emphasis on quality first teaching through the PSHE curriculum, using circle times and small group interventions where appropriate to support understanding of positive relationships and self-regulation.

Together we create an environment that is proactive rather than reactive and the staff work tirelessly to ensure moments of crisis are reduced to ensure this success. Children have opportunities for sensory breaks throughout the day which may be planned into their timetable. Others may have access to a break or visit to the Calm Room to support regulation during periods of dysregulation, depending on their individual needs.

We work closely with parents to ensure a consistent approach between home and school and listen to the views of the child at every step. Where more specific support is required, children may be referred to use the facilities in our Therapeutic Inclusion Room or we may ask for advice/assistance from outside agencies.

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THE TEAM TEACH APPROACH

In order to support children who are regularly finding it difficult to meet agreed expectations for behaviour, we discuss our concerns together as a staff and use each other's knowledge and experience. Behaviour is a form of communication and as a school we aim to understand behaviour as a communication tool from all children. All our staff are trained in Team Teach which fosters a culture of support within the school; supports de-escalation strategies to offer and provide help to our children and young people plus providing repair and restoration following any conflict. The main focus of our school approach is around a restorative and supportive environment for all to maintain positive relationships. We understand that there may be instances where more unexpected behaviours occur, however we aim to use the Team Teach approach to resolve conflicts in the safest, secure and supportive way for all.

Where a child is at risk of harm to themselves, others or school property, members of staff have may use reasonable force or make physical contact where appropriate and reasonable. This would always be a last result, after attempts at de-escalation have been unsuccessful. See Physical Intervention & Restraint in Schools Policy https://www.chorltonce.co.uk/behaviour-safeguarding-policies/.

RECORDING OF BEHAVIOUR

All incidents of behaviour are recorded using CPOMs by the member of staff who has witnessed it. The class teacher and senior leadership team are alerted to this so that any further action can be identified. Unexpected playground behaviour is reported to the class teacher and where no improvement is evident, to the DH. Playground supervisors must inform teacher when a restorative discussion has occurred so that the class teacher can follow up and monitor once back in class.

Positive behaviour during playtimes is rewarded with dojo tokens which are added to the class dojo chart once they return to the classroom. Individual behaviour contracts need handing into DH on completion of the day.

PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher/TA(s). In addition, staff members hold transition meetings.

To ensure that the right support is in place, information regarding triggers that may affect pupils' ability to make expected behaviour choices will be transferred to relevant staff at the start of the term or year and with new settings for those pupils transferring to other schools.

EXCLUSIONS

In cases where there is persistent disruptive behaviour, a serious breach of the behaviour policy, or if allowing the pupil to stay in school would seriously harm the education or welfare of that pupil or others in the school, the Headteacher or Deputy Headteacher (in absence of Headteacher) can make the decision to exclude.

Exclusions will only occur where lesser steps in the behaviour hierarchy of actions are deemed inappropriate and ineffective, and will be for the shortest time necessary. The decision to exclude permanently is a serious one and would only be undertaken as a final step in a process where a wide range of other strategies have been tried without success.

All adults involved at the time of exclusion must write a written and signed account of any incidents that have occurred so that the exclusion is fully documented; this includes internal exclusions. In all cases parents will be contacted, and governors as necessary.

AREAS WHICH CAN CAUSE CONFLICT

We want to prevent conflict between pupils at all costs and have therefore drawn up specific guidelines to lessen a 'have/have not' community.

- **Money:** We do not encourage children to bring money into school. If children need money for after school activities it needs to be placed in an envelope and kept in their bag.
- **Things from home:** Occasionally a class teacher may ask children to bring in items from home to help with a class discussion or lesson. Children in Key Stage 1 may also bring in items for show and tell. Unless a teacher specifically asks, toys, electronic games etc. are not allowed in school.
- **Mobile Phones:** are not allowed in school other than in Year 6. Those children who go home alone with parental permission can hand their phone in to the office when they come into school.
- **Jewellery:** Only small stud earrings are allowed in school. Necklaces and chains are not permitted. This is for safety as well as practical reasons and reduces the risk of accidents. All jewellery (including watches and earrings) should be removed or covered before the lesson begins. If children take out earrings for PE rather than covering them, then it is their responsibility to look after them. The school accepts no liability for loss or damage to jewellery worn by children.
- **Uniform:** We want our children to have a shared sense of pride in being a part of our school community and it is expected that all children follow the uniform policy. If your child is not wearing the appropriate uniform, you may be reminded by the class teacher or the school office. No boots are allowed and school shoes are to be black, not trainers. Make up is not permitted in school. This includes nail varnish, lip balm, fake tattoos etc.

CONFISCATION

Any prohibited items found in pupils' possession will be confiscated.
These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.
https://www.gov.uk/government/publications/searching-screening-and-confiscation

OFF SITE BEHAVIOUR

Although off the premises, we expect our children to behave just as they would in school. Poor behaviour and bullying as defined in the Behaviour Policy which occurs anywhere off the school site and which is witnessed by a staff member or reported to the school will be investigated by the school as it would on the school premises and school will work closely with parents to support resolution. Parents and Governors will be asked to attend meetings as necessary.

Home time

We ask that all children leave school as soon as they are collected and that children who go home alone do not linger in the playground or outside the gate. This is a safeguarding request as the school needs to know who is on the property in case of emergency and so Treehouse can function appropriately.

Walking home

Only Year 6 children are allowed to walk home by themselves. If you wish your child to do this, then you must write a letter or email giving your consent and give it to the office. If we do not have written confirmation, then we will not give them permission to walk home.

The Premises Manager and members of the Senior Leadership Team will be in the playground to monitor behaviour as the children leave school. Staff are asked to see their classes onto the playground and to be visible to children and parents for at least 10 minutes. All children will be passed to their parent/carer by their teacher or TA. At 3.25pm teachers or TAs will escort children who have not been collected to the school office for their parents to be telephoned.

BULLYING, CHILD ON CHILD ABUSE AND HARASSMENT

Bullying of any sort will not be tolerated at Chorlton CE Primary. We have a comprehensive Anti-Bullying policy that details how we deal with incidences bullying at our school and a Safeguarding and Child Protection Policy which can be found on the school website.
(https://www.chorltonce.co.uk/behaviour-safeguarding-policies/)

Through our PSHE curriculum, children at Chorlton C of E are taught to recognise unacceptable behaviours in relationships and have the confidence and self- esteem to value themselves and manage the situation, or seek appropriate help from a trusted adult. They understand how to report and recognise emotional, physical and sexual abuse, including child on child abuse and harassment.

We do everything in our power to ensure that all children come to school free from fear and intimidation. If you or your child has any concerns relating to bullying or harassment, please contact the school. The school governor responsible for supporting the school in dealing with bullying is Sue Hilton.

MALICIOUS ALLEGATIONS

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, this is a serious matter and the head teacher will investigate the behaviour in accordance with this policy. Please refer to our Safeguarding & Child protection Policy for more information on responding to allegations of abuse. The head teacher will also consider the pastoral needs of staff accused of misconduct.

RELATED POLICIES

Please see all policies relating to Behaviour & Safeguarding on or school website:
https://www.chorltonce.co.uk/policies/

This includes:
Safeguarding & Child Protection
Anti-Bullying
RSE
Online Safety
Equality
Inclusion