

## Behaviour for Learning policy

### Corrie Primary and Nursery School



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| <b>Headteacher:</b> | Naomi Cartledge |
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| <b>Approved by:</b> | Governing Body |
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| <b>Date:</b> | October 2025 |
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| <b>Last reviewed on:</b> | October 2025 |
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| <b>Next review due by:</b> | October 2027 |
|----------------------------|--------------|

## Behaviour for Learning Policy

### Mission Statement

Corrie nurtures and encourages all children to realise their personal best and to fulfil their potential in the academic, sporting and performing opportunities provided in and out of school. Our carefully planned climate of celebration of pupil achievement includes a sense of enjoyment that childhood days will be remembered as fun. Our vision is of an environment where our children can develop the life skills necessary to become fully integrated members of society. Corrie aims to do this by providing a caring and stimulating environment where all are welcome, respected and encouraged to achieve the highest standards in both work and play. Through mutual respect and appreciation, we aim to provide enrichment and enjoyment for everyone. By fostering support and loyalty, we offer an environment in which we clearly value the contribution of each individual.

### Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school rules are included in our home school agreement and have been developed to be meaningful to the children. None are too difficult. They are designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment. It is essential that parents and teachers work together through discussion and action on any problems which may develop.

The school expects every member of the school community to behave in a considerate way towards others. This policy refers to all children from Early Years to year 6.

We treat all children fairly and apply this behaviour policy in a considerate way.

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

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely to deter anti-social behaviour. From year 1 to year 6, 'Attitude' is tracked termly through a report which is then to parents. This includes attendance, punctuality, behaviour, effort, homework, reading

and uniform. Each area is colour coded; green – excellent/very good, yellow – acceptable, red – unacceptable. Support is agreed where necessary.

In Early Years children will develop:

- Self-respect and growing self-esteem
- Pro-social behaviour including consideration and empathy for others
- The ability to guide their behaviour and self regulate
- Social skills such as negotiation and problem-solving.

This is aligned with the Early Years Curriculum

We believe that every child has the right to learn but no child has the right to disrupt the learning of others.

### Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

- All staff congratulate children and use positive praise
- All staff give children 'smileys' for good behaviour, acknowledge effort or acts of kindness. 100 smileys = bronze, 200 = silver, 300 = gold, 400 = platinum. It is recognised that children will receive these rewards and acknowledged in termly assembly. There will be a reward afternoon on a termly basis for the children to aim for. Children who are not on track to get 100 smileys
- All staff give stars, stamps, stickers
- Spot prizes are given each week for bringing in homework/reading by Wednesday smileys etc
- The school has a regular Wizard Learner and Excellent Citizen assembly when two children are praised for good behaviour, progress in learning or efforts to improve.
- Arts Assembly, certificate, wizard assembly each half term

The school employs a number of sanctions to enforce the school rules to pupils whose conduct falls below the standard which we expect of them at Corrie, or fail to follow a reasonable instruction and to ensure a safe and positive learning environment. These sanctions are proportionate to the child's age, any special educational needs or disabilities, and/or any religious requirements affecting them.

Children with additional needs will benefit from the clear expectations, structures and systems within this policy. However, at certain times, certain children may well need additional support to manage their behaviour, and robust arrangements to support their personal and social development. We are an inclusive school and for pupils with social, emotional and mental health difficulties, or identified disabilities such as autistic spectrum disorders (ASD), we endeavour to make "reasonable adjustments" to help them to be included in school. This approach is in keeping with the requirements of the Disability Discrimination Act. Reasonable adjustments

would include modifications to the curriculum and its delivery, varied patterns of attendance/time in class, additional levels of adult support, specific interventions to address the challenges that the child is facing. In some cases a multi-agency approach will be required. Depending on the nature and origins of the difficulties that any given child faces, adjustments and additional support may well be required for a specific period of time, then gradually reduced. All staff understand the individual approaches that are in place at any given time for supporting children with additional/complex social, emotional and mental health difficulties.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater the needs of the pupil. Senior Leaders, including the SENCO, will evaluate a pupil who exhibits challenging behaviour to determine whether they have underlying needs that are not being met. Where necessary, support and advice will also be sought from specialist teachers, educational psychologist, medical practitioners and/or external agencies to programmes for the child. We will work with parents to create a plan and review on a regular basis.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher or to sit on their own.
- We expect all children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reminds the child of the school rules. If the child continues to misbehave repeatedly the teacher talks to the child away from the other children to ascertain the reasons why they are being disruptive
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and removes the class from the situation and/or seeks support from a senior member of staff.
- If a child threatens,, hurts or bullies another pupil, the class teacher records the incident and parents are contacted.
- If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the parents to discuss the situation with a view to improve the behaviour of the child.
- The school uses a set of rewards and sanctions related to the Golden Rules to ensure a safe and positive environment.

In the Resource Base children receive ongoing continual positive praise from staff throughout the day, for example when a child engages in an activity or successfully follows an instruction. Staff in the resource base also regularly give stickers for children's individual achievements which are shared with parents daily.

The children are also rewarded for good behaviour and hard work through whole school Wizard Learner and Excellent Citizen assembly.

## **Behaviour Procedure**

(as agreed by pupils and teacher at Corrie Primary and Nursery School)

If inappropriate behaviour occurs:

1. Verbal Warnings
2. Time with an emotionally available adult
3. Time in a designated space with an emotionally available adult
4. if the child continues to disrupt the learning of others then seek an senior leader

We expect children to behave in a considerate way both inside and outside of the classroom and lessons. See lunchtime policy.

The class teacher discusses the Golden Rules with each class. In this way, every child knows the standard of behaviour that we expect in our school. If there are incidents of anti social behaviour, the class teacher discusses these during PSHE/circle time. Time with an emotionally available adult are at the discretion of the class teacher depending on the behaviours displayed. Any time out will be logged in the behaviour file and behaviour incidents will be reported on cpoms.

For a child who is regularly disrupting learning or lunchtimes we will begin to monitor their behaviour and work with parents.

- Teacher/SLT/Learning Mentor meets with parents and agrees a way forward
- If behaviours continue then clear, realistic targets are set with clear rewards and consequences identified.
- Support from the learning mentor identified and any other outside agencies if required.
- School will consider any Special Educational Needs and other support to the family such as EHA
- Review the monitoring fortnightly with the parent.

Any malicious accusations against school staff, including online will not be tolerated at Corrie Primary and Nursery School. Any child who has been found to have made a malicious accusation will face disciplinary action which can include a permanent exclusion. Allegations will be taken seriously and Corrie primary School will deal with the allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. The school will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Headteacher will draw upon advice in 'dealing with Allegations of Abuse against teachers and other staff' guidance when setting out the pastoral support which staff can expect to receive if they are accused of misusing their powers.

The school does not tolerate bullying of any kind (including cyberbullying, prejudice bullying and discriminatory bullying). If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour While it is very difficult to

eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See antibullying policy).

If a child should run out of school for whatever reason the Headteacher should be informed immediately. Staff must not overreact and never run after them. Once a child has calmed down and appropriate member of staff will attempt to approach the child and persuade them to return to school to discuss the situation. If the child refuses or leaves the site, parents should be informed immediately and would they like the police informing.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in, '*DfE use of Reasonable Force July 2013.*' All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can apply to p[people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Staff in our school do not hit, push or slap children. Staff only intervene physically to prevent injury to a child and/or staff member, or if a child is in danger of hurting him/herself. The actions that we take are in line with Government guidelines on the restraint of children. See below for appendix on the use of force to control or restrain pupils.'

All paid staff have a statutory power to search pupils or possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Searching and screening pupils is conducted in line with DfE's latest advice on searching, screen and confiscation. Staff cannot blanket search a whole year group but can search individuals or identified groups of pupils.

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers/Vapes
- Lighters and matches
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been or is likely to be used:
  - to commit an offence or
  - to cause personal injury, or damage to the property of any person (including the pupil)
  - Mobile phones or electronic devices when operated in the school day between 08.50 and 15.30
  - to damage the school building or property or contravene good order and discipline in school e.g. water bombs, stink bombs etc

Paid members of staff can seize any prohibited item found as a result of a search. They can also seize any item, however, found, which they consider detrimental to the school discipline. If

a prohibited item is found and confiscated the incident will be reported to the Headteacher, logged in the behaviour file, cpoms and parents notified. Where necessary appropriate agencies will be notified.

### The role of the adult

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (*Section 91 of the Education and Inspections Act 2006*) The power also applies to all paid staff with responsibility for pupils.

It is the responsibility of the class teacher to ensure that the Golden Rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

All paid staff can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

All paid staff can also discipline pupils for misbehaviour outside school. The school has the right to discipline pupils for poor behaviour which occurs beyond the school gates in certain circumstances. It is made clear to pupils that they are ambassadors for the school. The school will respond to poor behaviour where a pupil is:

- taking part in any school organised or school related activity
- travelling to and from school
- wearing school uniform
- in some other way identifiable as a pupil at the school
- misbehaving at any time, whether or not the conditions above apply that could have repercussions for the orderly running of the school or could adversely affect the reputation of the school.

In all of these circumstances, the Headteacher will report to parents and will also consider whether it is appropriate to notify the police or the local authority of the actions taken against a pupil. If the behaviour is criminal and poses a threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering or being likely to suffer, significant harm. In this case, school staff should follow the safeguarding policy.

All staff in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

All staff treats each child fairly and enforces the Golden Rules consistently. The teachers treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher will keep a record of all such incidents in the behaviour log and on cpoms which will track progress and log incidents.

Where there are significant concerns over a child's behaviour we will contact parents and share the strategies we use; working with an active partnership to promote good behaviour. The class teacher will liaise with the SENCO to work with local agencies to support the behaviour.

Strategies will be recorded in a provision map, pastoral support plan, Positive Handling Plan – depending on need.

The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff hold transition meetings and acquire notes from online data bases, behaviour logs and assertive mentoring files. To ensure that behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to the relevant staff at the start of the year. Information on behaviour issues may also be shared with new settings for those transferring to other schools, including secondary. (See transition policy)

### The role of the Headteacher

It is the responsibility of the Headteacher, under the Education Act 2002, to implement the school behaviour policy consistently throughout the school, and to report to Governors when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher support the staff by implementing the policy, by setting the standards of behaviour, and by supporting the staff in the implementation of the policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal with inappropriate behaviour swiftly and to support staff.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour and for those that threaten the safety of other pupils and staff. For repeated or very serious acts of anti social behaviour, the Headteacher may permanently exclude a child. The school Governors are informed about exclusions.

### The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus and we expect parents to read these and support them.

We expect parents to support their child's learning and to cooperate with the school as set out in the home-school agreement. We try to build a supportive dialogue between home and the school, and we inform parents immediately if we have any concerns about a child's behaviour or welfare.

If the school has to use reasonable sanctions and consequences as set out in this policy, parents should support the actions of the school. If parents have any concerns about the way their child been treated they should initially contact the class teacher. If concerns continue then they should be raised with the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Parents are to inform the school of any circumstances that could affect their child's behaviour during the school day and to discuss any concerns regarding their child's behaviour.

### The role of Governors

The Governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines and hold the Headteacher accountable for its implementation.

The Headteacher has the day to day authority to implement the school behaviour for learning policy, but Governors may give advice to the Headteacher about particular issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### Fixed Term and permanent exclusions.

Serious incidents need to be treated on an individual basis and the circumstances investigated. In exceptional circumstances permanent exclusion may be considered for a first or one off offence. These may include:

- serious actual or threatened violence against another pupil or member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- serious deliberate damage to school property

Only the Headteacher (or acting head/Deputy Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reason for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make such an appeal.

The Headteacher informs the LEA and the governing body about any permanent exclusion and about any fixed term exclusions beyond 5 days in any one term.

The governing body itself cannot exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA and consider whether the pupil should be reinstated.

If the Governors appeals decision decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

### Monitoring

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

The Headteacher keeps a record of any pupil for a fixed term or who is permanently excluded.

It is the responsibility of the Governing body to monitor the rate of exclusions and to ensure the school policy is administered fairly and consistently in line with *Section 88 of the Education and Inspections Act 2006*.

This policy is linked with the following policies:

- Relationships Policy
- Lunchtime Policy
- Home school agreement
- SEN Policy
- Safeguarding/Child Protection Policy
- EYFS Policy
- Equal opportunities policy
- Inclusion Policy
- Mobile Phone policy
- Transition Policy

This policy is based on advice from the DFE on

- Behaviour In schools: advice for headteachers and school staff 2024
- Searching, Screening and Confiscation in Schools
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions in schools
- Keeping children safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Special Educational Needs and Disability (SEND) Code of Practice
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy.

## Review

This policy has been written and understood by staff, parents and pupils.

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

Signed: 

Date discussed with Staff: regular basis throughout the year and updated when necessary

Date discussed with Governors: October 2025

Date of Review: October 2027

## THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

### STAFF AUTHORISATION

"Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe".

(George Matthews - Director)

Under the latest government guidance (July 2013) no school should operate a policy of 'no physical contact.'

#### **In law all staff may use reasonable force:**

- where action is necessary in **self-defence** or because there is an **imminent risk of injury**  
e.g. a pupil attacks a member of staff or another pupil.
- where there is a developing **risk of injury**, or **significant damage** to property.  
e.g. a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism.
- where a pupil is behaving in a way that is compromising good order and discipline.  
e.g. a pupil is behaving in a way that is **seriously disrupting** a lesson and **persistently refuses** to go into isolation or leave the classroom.
- to search pupils for weapons without their consent (Violent Crime Reduction Act 2006).

This authorisation list and related policies on Use of Force, Behaviour, Anti-Bullying etc do not remove or negate this right.

At our school we believe that physical intervention should only be used when necessary and place a strong emphasis on avoidance, prevention and de-escalation strategies. Many staff have been trained in the Team Teach methods of positive handling and physical intervention.

If physical intervention is required to control or restrain a child, a member or members of staff from the following list should be called as soon as and when-ever possible. If physical intervention has taken place then this is to be recorded on cpoms including the body map to be completed.

| <b>Name</b>          | <b>Role</b>        | <b>Based</b> | <b>Team Teach Qualified</b>   |
|----------------------|--------------------|--------------|---|
| Naomi Cartledge      | Headteacher        | Whole School | May 2015 2 days<br>May 2017 refresher<br>March 2019 refresher<br>November 2021 2 days<br>October 2023 refresher<br>October 2025 refresher                 |
| Jennifer Ruddock     | Deputy Headteacher | Whole School | September 2015 2 days<br>September 2017 refresher<br>September 2019 refresher<br>November 2021 2 days<br>October 2023 Refresher<br>October 2025 refresher |
| Simon Griffin        | Teacher            | KS2          | May 2015 2 days<br>May 2017 refresher<br>March 2019 refresher<br>November 2021 2 days<br>October 2023 Refresher<br>October 2025 refresher                 |
| Lynda Appleton Jones | HLTA               | KS2          | May 2015 2 days<br>May 2017 refresher<br>March 2019 refresher<br>January 2022 2 days<br>October 2025 refresher  |
| Andrea Ethell        | Teacher            | KS1          | September 2015 2 days<br>September 2017 refresher<br>September 2019 refresher<br>January 2022 2 days<br>October 2025 refresher                            |

|                    |                    |              |   |
|--------------------|--------------------|--------------|---|
| Mandy Higginbotham | Learning Mentor    | Whole School | September 2015 2 days<br>May 2017 Refresher<br>November 2021 2 days<br>October 2023 Refresher<br>October 2025 refresher |
| Leah Leach         | Teaching Assistant | KS1          | February 2023<br>October 2024   |
| Viv Mees           | Teaching Assistant | KS2          | February 2023<br>October 2024   |
| Nicola Newton      | Teaching Assistant | KS1          | February 2023<br>October 2024   |
| Natasha Shaw       | Teaching Assistant | KS1          | February 2023<br>October 2024   |
| Paul Occleston     | Teaching Assistant | KS1          | February 2023<br>October 2024   |
| Lisa Wrigley       | Midday Assistant   | KS1          | February 2023<br>October 2024   |
| Charlotte McDonald | Teacher            | Ks1          | February 2023<br>October 2024   |
| Gemma Moran        | Teacher            | KS1          | October 2024  |
| Sophie Chambers    | Teaching Assistant | KS2          | October 2024  |
| Laura Clayton      | Teaching Assistant | KS1/2        | October 2024  |
| Reanne Alderson    | Teaching Assistant | KS1          | October 2024  |
| Laura Wright       | Teaching Assistant | KS2          | October 2024  |

### Level 1

|                |                    |     |           |
|----------------|--------------------|-----|-----------|
| Tayla Read     | Teacher            | KS1 | July 2024 |
| Nicola Jones   | Teacher            | KS1 | July 2024 |
| Jackie Baguley | Teaching Assistant | KS1 | July 2024 |
| Tracey Hall    | Teaching Assistant | KS1 | July 2024 |
| Laura Wright   | Teaching Assistant | KS2 | July 2024 |
| Louise Bellis  | Teaching Assistant | KS2 | July 2024 |
| Laura Bruce    | Teacher            | KS2 | July 2024 |

**BEHAVIOUR Monitoring Report**

*Review fortnightly*

|              |                    |
|--------------|--------------------|
| <b>Name:</b> | <b>Start date:</b> |
|--------------|--------------------|

Aim (25 maxNo.)  Achieved:  Target met?  Week:

Targets:

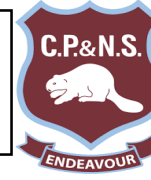
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|           | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|--------|---------|-----------|----------|--------|
| Session 1 |        |         |           |          |        |
| Play      |        |         |           |          |        |
| Session 2 |        |         |           |          |        |
| Dinner    |        |         |           |          |        |
| Session 3 |        |         |           |          |        |





# Behaviour Reflection Sheet



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Explain what happened, that led up to you being here today. Describe your *thoughts* and reasons for your actions.

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How do you think the other student(s) involved felt at the time if there were any involved?

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How do you think the member of staff felt at the time if a member of staff was involved?

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What impact could your actions have had on your friends?

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**Making things right for yourself and others**

**If you were in the same situation again, what would you do differently?**

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**What can you do to put things right?**

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Signed:

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(Pupil)  
(Teacher)Date:

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