St Giles' CE Primary School - Behaviour Policy

At St Giles, we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an inclusive environment in which members of our school are secure and confident, irrespective of gender, sexual orientation, disability, ethnicity, social, cultural or religious background (please refer to our Equality policy)

This policy was reviewed and updated in line with our Christian values and beliefs, 'Behaviour and Discipline in Schools and (UNCRC).

In 1989, governments across the world adopted the United Nations Convention on the Rights of the Child (UNCRC), recognising that all children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate. The Convention sets out the civil, political, economic, social and cultural rights that everyone under 18 is entitled to. It says what countries must do to ensure that all children can enjoy their rights, regardless of who they are, or where they are from. The UN General Assembly adopted the Convention in 1989 and it was ratified by the UK in 1991. It is the most widely adopted international human rights treaty.

WE ARE A UNICEF GOLD RIGHTS RESPECTING SCHOOL

Children's rights are learned, understood and lived in this school.

unicef

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 4 (implementation of the Convention) Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect

At **St Giles' CE Primary School**, we believe that good behaviour is central to a good education. Consistently high expectations through school ensure classes and social areas are safe and supportive environments which children want to attend and where they can learn, thrive and flourish. All at St Giles' C.E. Primary believe that being taught how to behave well and appropriately both in and out of school is vital for all pupils to succeed personally. As a result of consistently reinforcing positive choices, children's behaviour is good, and pupils can learn and feel safe.

Pupils through school are taught explicitly what good behaviour looks like. Some of our pupils need additional support to reach the expected standard of behaviour. Where this is the case support is identified and put in place as soon as possible to avoid misbehaviour occurring in the first place. (Please refer to the Tier 1-2-3 overview)

Behaviour Expectations (In line with KCSIE)

a) St Giles' C.E. Primary has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment.

b) School leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy.

c) Measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required.

d) Pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour.

e) All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully.

f) Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

Where circumstances arise that endanger the safety of a pupil or staff member, the school acts swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

The Behaviour Policy is to create a safe, nurturing, and aspirational learning environment in which all pupils at **St Giles' CE Primary School** can flourish academically, socially, morally, and spiritually. Rooted in our Christian vision and values, the policy sets out clear expectations for behaviour that reflect our commitment to dignity, respect, and compassion for every member of our school community.

The underlying objectives of this policy are to:

- **Promote a positive, inclusive school culture** where pupils feel valued, supported, and encouraged to make good choices that contribute to a harmonious learning environment.
- **Ensure consistency, clarity, and fairness** in the expectations we set and the way we respond to behaviour, so pupils understand boundaries and the reasons behind them.

- **Create and maintain a safe environment** in which pupils are free from disruption, discrimination, bullying, and harm, enabling them to engage fully in their learning.
- **Support pupils to develop self-discipline, emotional regulation, resilience, and respect**, preparing them for successful relationships and responsible citizenship within and beyond the school community.
- **Promote high standards of learning and achievement** by reducing barriers to engagement and maximising time spent in purposeful learning.
- **Work in strong partnership with parents and carers**, ensuring a shared understanding of expectations and a consistent approach to supporting behaviour.
- **Uphold the Christian ethos of St Giles'**, ensuring that behaviour expectations reflect our core values—such as kindness, honesty, forgiveness, respect, and perseverance—so that pupils learn to treat others as they would themselves be treated.

Through achieving these aims, this policy helps ensure that **every pupil can flourish, learn, grow, and reach their full God-given potential** in a safe, structured, and caring school environment.

Recognising and addressing unmet needs among children is essential to their well-being and academic success. Our Behaviour Strategy emphasises the importance of a collaborative and inclusive approach to meet the diverse needs of children and promotes their overall development.

A three-tier framework where teachers, schools, children, parents and external agencies work together to improve and secure behaviour.

Data-Led Decisions – Collect and analyse attendance data at every tier to guide interventions.
Training at Every Tier – Ensure staff have the right training to deliver behaviour strategies effectively.
External Agency Support – Agencies help with data analysis, resources and training to strengthen schools' efforts.
Children & Parents Involved – Co-create interventions and keep communication open for success.

Tier 3
Intensive/High-Need Strategies

Tier 2
Targeted/Individualised Strategies

Tier 1
Universal School-Wide Strategies

Role of Teachers and School
Provide Positive Environments
Meet and Greet Everyone
UNICEF Class Charter and Reinforce Regularly
Teach/Reinforce Expected Behaviours
Quality First Adaptive Teaching
Spot Barriers Early- Address Low Level Behaviours
Recognise Success and Positive Behaviours (Track It Points) Often/Certificates to share with parents/carers
Record Behaviours/ Report

Role of Children
Be Present In Person and Learning
Build and Show Resilience
Show Determination Daily
Engage, Support, Achieve
Celebrate Each Other's Wins
Meet High Expectations Of UNICEF Class Charter and School Code Of Conduct
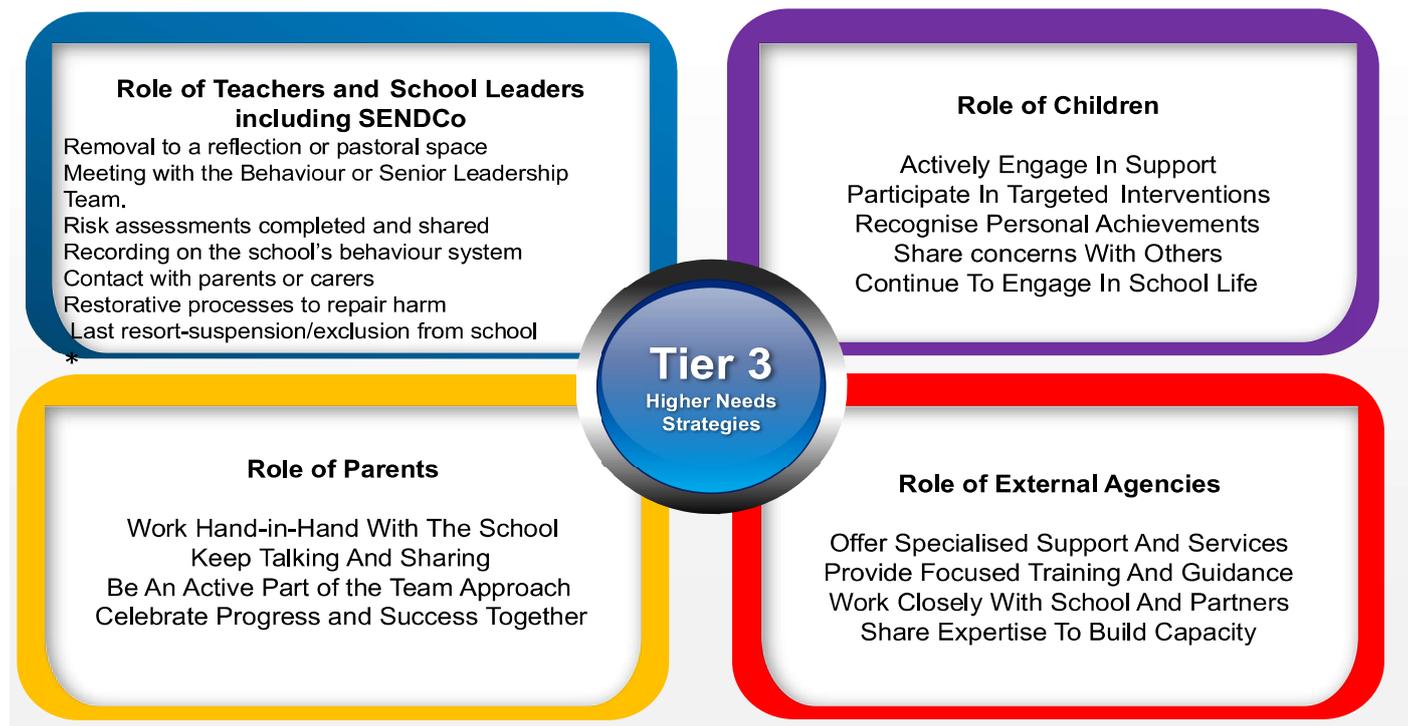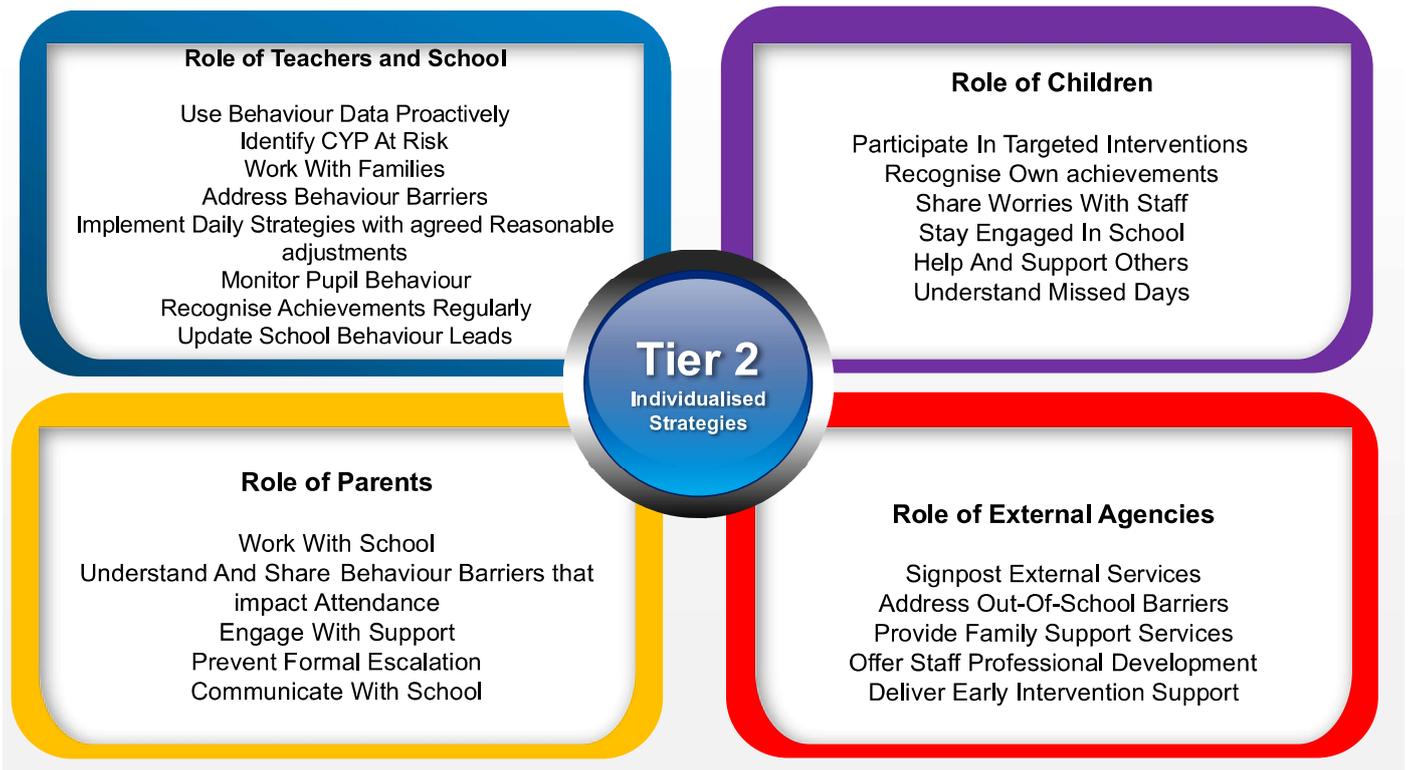
Tier 1
Universal Strategies

Role of Parents
Engage In School Life
Communicate, Share, Support
Understand Barriers Quickly
Celebrate Progress Together
Champion Daily Good Learning Behaviours
Aim for high Attendance

Role of External Agencies
Provide Timely Support
Share Resources Widely
Collaborate With Schools
Strengthen Multi-Agency Efforts
Train Staff Effectively
Support and Challenge the School

Tier 2 — Individualised Strategies

Role of Teachers and School

Use Behaviour Data Proactively
Identify CYP At Risk
Work With Families
Address Behaviour Barriers
Implement Daily Strategies with agreed Reasonable adjustments
Monitor Pupil Behaviour
Recognise Achievements Regularly
Update School Behaviour Leads

Role of Children

Participate In Targeted Interventions
Recognise Own achievements
Share Worries With Staff
Stay Engaged In School
Help And Support Others
Understand Missed Days

Role of Parents

Work With School
Understand And Share Behaviour Barriers that impact Attendance
Engage With Support
Prevent Formal Escalation
Communicate With School

Role of External Agencies

Signpost External Services
Address Out-Of-School Barriers
Provide Family Support Services
Offer Staff Professional Development
Deliver Early Intervention Support

Tier 3 — Higher Needs Strategies

Role of Teachers and School Leaders including SENDCo

Removal to a reflection or pastoral space
Meeting with the Behaviour or Senior Leadership Team.
Risk assessments completed and shared
Recording on the school's behaviour system
Contact with parents or carers
Restorative processes to repair harm
Last resort-suspension/exclusion from school
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Role of Children

Actively Engage In Support
Participate In Targeted Interventions
Recognise Personal Achievements
Share concerns With Others
Continue To Engage In School Life

Role of Parents

Work Hand-in-Hand With The School
Keep Talking And Sharing
Be An Active Part of the Team Approach
Celebrate Progress and Success Together

Role of External Agencies

Offer Specialised Support And Services
Provide Focused Training And Guidance
Work Closely With School And Partners
Share Expertise To Build Capacity

School. All staff share responsibility for promoting positive behaviour, while leaders, governors, and designated staff hold specific roles to ensure that the policy is embedded in everyday school practice.

2.1 The Role of School Leaders

Headteacher

- Holds overall responsibility for the Behaviour Policy and ensures that it reflects statutory requirements, Church of England guidance, and the school's Christian vision and values.
- Sets high expectations for behaviour and leads a culture where positive relationships underpin all interactions.
- Ensures systems are implemented consistently, monitored regularly, and supported with appropriate training and resources.
- Works with external agencies when appropriate to support pupils with complex behavioural or pastoral needs.

Senior Leadership Team (SLT)

- Supports the Headteacher in the oversight and continual review of the Behaviour Policy.
- Monitors behaviour trends, patterns, and incidents across the school using agreed systems.
- Provides coaching, guidance, and professional development for staff to ensure consistency and confidence in the use of behaviour strategies.
- Oversees the provision of targeted support programmes for pupils who require additional help to meet behaviour expectations.

2.2 Role of Designated Staff

Behaviour Lead / Pastoral Lead /DHT/SENDCo

- Provides specialist advice, intervention planning, and coordination for pupils needing additional behaviour or emotional support.
- Works closely with class teachers, support staff, and parents to implement behaviour plans or pastoral support plans.
- Manages serious incidents, ensuring accurate documentation and follow-up actions.
- Leads restorative approaches and helps pupils reflect on behaviour to make better choices.

Safeguarding Team (DSL/Dp DSL)

- Ensures behaviour concerns that may indicate safeguarding issues are identified and escalated appropriately.
- Works jointly with behaviour staff to ensure pupils' welfare and emotional needs are understood in the context of their behaviour.

2.3 Role of All Staff

Every adult in school is a leader of behaviour. All staff are expected to:

- Model respectful, caring, and calm behaviour always in keeping with the school's Christian values.
- Apply rules, routines, rewards, and sanctions consistently and fairly.
- Develop strong, positive relationships with pupils that support good behaviour and emotional wellbeing.
- Use the school's agreed systems to record incidents, share concerns, and follow reporting expectations.

- Work in partnership with parents and carers, communicating concerns promptly and constructively.

2.4 Behaviour Systems and Resources

St Giles' CE Primary School uses a clear set of consistent behaviour systems to ensure fairness and transparency, which may include:

- A whole-school reward system recognising positive behaviour, effort, kindness, and contributions to the school community.
- A stepped response system for sanctions, ensuring proportionality and opportunities for pupils to reflect and repair.
- Online and paper-based behaviour logs to monitor patterns and plan interventions.
- Restorative practice resources to support conflict resolution and relationship building.
- Staff training and CPD on behaviour management, de-escalation, emotional regulation, and trauma-informed practice.

The school allocates resources to ensure that behaviour support is effective, including:

- Dedicated pastoral or behaviour staff.
- Time for supervision meetings, staff coaching, and professional dialogue.
- Programmes to support social and emotional learning, such as nurture groups or small-group interventions.

2.5 Role of Governors

The **Governing Body** plays a key strategic role in monitoring and supporting behaviour across the school. Governors:

- Ensure the Behaviour Policy is up to date, consistent with legislation, and aligned with the school's Christian ethos.
- Monitor behaviour data, trends, exclusions, and attendance through regular reports from the Headteacher.
- Provide challenge and support to ensure that behaviour expectations are high, fair, and inclusive for all pupils.
- Ensure that the school's approach promotes safeguarding, equality, and the wellbeing of both pupils and staff.
- Take part in training related to behaviour and safeguarding to enable them to fulfil their statutory duties.

3. School Systems and Social Norms

At **St Giles' CE Primary School**, we believe that positive behaviour is built on clear expectations, strong relationships, consistent routines, and a shared understanding of how we treat one another. Our systems and social norms are rooted in our Christian values and are designed to promote a calm, safe, and purposeful learning environment.

3.1 School Rules

Our rules are simple, memorable, and aligned with our ethos. They apply across all areas of school life:

1. **Be Ready** – Be prepared to learn, listen, and participate.
2. **Be Respectful** – Treat yourself, others, and the school environment with care and kindness.
3. **Be Safe** – Make choices that keep yourself and others safe at all times.

These rules are explicitly taught, modelled by all staff, and reinforced through assemblies, classroom expectations, and daily interactions.

3.2 Routines

Clear routines create security, predictability, and fairness. All staff use shared routines to ensure consistency across the school. These include:

- **Morning arrival routines** that promote calm and readiness to learn.
- **Lining-up, transitioning, and movement routines** that ensure safety and order.
- **Classroom routines** including how to seek help, take turns, move around the room, and look after resources.
- **Playtime routines** that encourage active, inclusive, and safe participation.
- **End-of-day routines** ensuring dismissal is safe and orderly.

These routines are explicitly taught, modelled and practised with pupils, and revisited regularly.

3.3 Promoting Positive Behaviour

We prioritise recognition, encouragement, and the celebration of positive choices. The school uses a consistent Track-It light whole-school approach to praise and rewards and also:

- Verbal praise and encouragement
- Stickers, merits, or points
- Class-wide rewards
- Certificates in celebration assemblies
- Recognition for demonstrating Christian values or exceptional kindness
- Positive messages home

Positive behaviour is acknowledged more frequently than negative behaviour, reinforcing the behaviours we want to see.

3.4 Consequence Systems

When behaviour falls below expectations, we use a consistent, proportional system that supports pupils to reflect, take responsibility, and repair relationships. Our consequence system includes:

a) Low-Level Interventions (Refer to Tier 1)

Used to prevent escalation and support pupils to re-engage quickly, including:

- Non-verbal cues
- Quiet reminders
- Re-direction
- Positive reinforcement of expected behaviours
- Chance to "reset"

b) Stepped Sanctions (Refer to Tier 2)

If behaviour continues or is more serious, staff may use:

- A clear warning explaining the behaviour and expectation
- Time for reflection within the classroom
- Temporary removal from the activity or space to reset
- Completing missed learning time
- Restorative conversations with peers or staff

c) Serious Incidents (Refer to Tier 3)

More significant behaviours—such as aggression, bullying, or defiance—result in:

- Removal to a reflection or pastoral space
- Meeting with the Behaviour or Senior Leadership Team
- Recording on the school's behaviour system
- Contact with parents or carers
- Restorative processes to repair harm
- *As a last resort- suspension/exclusion from school

d) Behaviour Plans and Support

If concerns persist:

- Individual behaviour plans or pastoral support plans may be put in place
- Interventions such as mentoring, nurture groups, emotional regulation work, or external agency support may be implemented

3.5 Restorative Approach

St Giles' CE Primary School uses restorative principles to rebuild relationships and reduce repeated incidents. Restorative conversations help pupils to:

- Understand the impact of their actions
- Express their feelings safely
- Repair harm and restore trust
- Make positive choices moving forward

This approach strengthens community, supports emotional development, and reflects our Christian commitment to forgiveness and reconciliation.

Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND) St Giles C.E. Primary consistently and fairly promotes high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. The school does not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation. The school will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, the school will refer to the Equality Act 2010 and schools' guidance. The school will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have.

There are circumstances when it is appropriate for trained staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. 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 at the school or among pupils. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules. When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil. Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, the school will consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition. Removal will only be used for the following reasons:

a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.

b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;

c) to allow the pupil to regain calm in a safe space.

Removal is distinguished from the use of safe spaces / learning hubs / sensory or nurture rooms for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

3.6 Social Norms and School Culture

We intentionally promote a culture of kindness, respect, and compassion. Social norms are reinforced through:

- Role modelling by all adults
- Assemblies and worship exploring Christian values
- PSHE and RSHE curriculum
- Peer role models and play leaders
- Clear expectations for language, conduct, and treatment of others

These norms ensure that pupils understand how to live well together and contribute positively to the school community.

4. Staff Induction, Development and Support

High-quality induction, ongoing professional development, and strong support systems enable staff at **St Giles' CE Primary School** to implement the Behaviour Policy with confidence, consistency, and fairness. Ensuring staff feel equipped to manage behaviour effectively is essential for maintaining a safe and purposeful learning environment.

4.1 Staff Induction

All new staff—including teachers, support staff, midday supervisors, volunteers, and supply teachers—receive an induction that includes:

- An introduction to the school's Christian vision and values and how these shape expectations for behaviour
- Clear guidance on whole-school rules, routines, and social norms
- Training on the school's reward and consequence systems
- Guidance on safeguarding and its links to behaviour, including how to recognise concerns
- Expectations for recording and reporting behaviour incidents
- Classroom management guidance, including de-escalation and relational approaches
- Information about the needs of individual pupils, where appropriate

Induction materials are updated annually to reflect changes in policy or practice.

4.2 Ongoing Professional Development

Regular training is provided to ensure that all staff continue to develop their skills and remain aligned with the school's behaviour approach. This may include:

- Annual whole-school training on behaviour management, expectations, and updates to the behaviour policy
- Training in restorative approaches, relationship-based practice, and trauma-informed strategies
- Training on supporting pupils with SEMH (social, emotional, and mental health) needs

- Guidance on managing challenging behaviour, including safe de-escalation
- Regular sharing of good practice and peer support through staff meetings
- Coaching and mentoring provided by senior staff or the Behaviour Lead

The school recognises that confident, supported staff create the most positive learning environments for pupils.

4.3 Support for Staff

The school ensures staff are supported through:

- Clear access to senior leaders in incidents of high-level or unsafe behaviour
- Opportunities for reflection and professional discussion after challenging incidents
- Guidance on writing behaviour records, implementing behaviour plans, and communicating with parents
- Welfare support where behaviour incidents have had an emotional impact
- Team meetings to discuss individual pupils, share strategies, and plan support

We value our staff highly, and we prioritise their wellbeing so they can model the calm, kind, consistent behaviour we expect from our pupils.

5. Pupil Transition

Transitions are key moments where pupils learn, revisit, and embed behaviour expectations. St Giles' CE Primary School ensures that all pupils experience a smooth and supportive induction—and re-induction—into school behaviour systems, rules, and routines.

5.1 Induction for New Pupils

All new pupils receive a clear introduction to the school's expectations through:

- A welcome meeting with staff
- A tour of the school and introduction to key routines
- Age-appropriate explanation of the school rules: *Be Ready, Be Respectful, Be Safe*
- Introduction to rewards, recognition systems, and restorative practices
- Support from peers or buddies to help them settle
- Communication with parents to ensure shared understanding of expectations

For pupils who join mid-year, additional time is taken to support their transition and ensure that routines and expectations are clearly understood.

5.2 Transition Between Year Groups

At the end of each academic year, pupils take part in structured transition activities such as:

- Move-up days to meet their new teacher
- Class discussions about expectations and routines
- Opportunities to practise new routines or timetables
- Handover meetings between teachers to ensure continuity of support
- Social Stories to support SEND pupils as appropriate.

Behaviour expectations are revisited with pupils at the start of each term and reinforced during worship, assemblies, and class sessions.

5.3 Re-Induction After Absence or Behaviour Concerns

Some pupils may require additional re-induction after:

- A long absence
- A fixed-term exclusion
- Extended illness
- Social or emotional difficulties
- A period of increased behaviour concerns

Re-induction may include:

- Meeting with the pupil, parents/carers, and a senior leader
- Reinforcement of school rules, routines, and expectations
- A review of support strategies or behaviour plans
- Additional check-ins with staff or pastoral support
- Gradual reintegration into routines where appropriate

The focus is on ensuring pupils feel safe, supported, and ready to re-engage positively with school life.

5.4 Pupil Support

At **St Giles' CE Primary School**, we recognise that some pupils require additional support to help them meet behaviour expectations. Our approach is rooted in early identification, relational practice, and a commitment to inclusion. We believe that behaviour is a form of communication, and we aim to understand and address the underlying needs of each pupil while maintaining clear and consistent expectations for conduct.

6.1 Principles of Pupil Support

Our pupil support framework is based on the following principles:

- **Every pupil is capable of positive behaviour** with the right guidance, relationships, and support.
- **High expectations** are maintained for all pupils, including those with additional needs.
- **Support is personalised**, recognising that pupils' experiences, needs, and strengths vary.
- **Intervention is timely**, with early help provided before difficulties escalate.
- **Families are partners** in supporting behaviour and emotional development.
- **Christian values** such as compassion, understanding, and forgiveness underpin all interactions.

6.2 Roles and Responsibilities of Designated Staff

Behaviour Lead / Pastoral Lead

- Oversees the school's approach to behaviour support and early intervention.
- Works closely with teachers to identify pupils who require additional support and develop tailored plans.

- Coordinates small-group or individual pastoral programmes such as social skills groups, mentoring, or emotional regulation work.
- Liaises with external agencies (e.g., Educational Psychology, Early Help, CAMHS) when specialist input is needed.
- Supports restorative conversations and conflict resolution.

SENDCo

- Identifies pupils whose behavioural needs may be related to Special Educational Needs or Disabilities (SEND).
- Ensures that appropriate adjustments, scaffolding, and targeted interventions are in place.
- Works with staff to ensure strategies are consistent with Education, Health and Care Plans (EHCPs), behaviour plans, or individual support plans.
- Provides training and guidance to staff on understanding SEND-related behaviour.

Safeguarding Lead

- Ensures that behaviour concerns with safeguarding implications are addressed promptly.
- Supports staff in understanding the impact of trauma, neglect, or adverse childhood experiences on behaviour.
- Works jointly with pastoral and SEND staff to develop safe and effective plans for vulnerable pupils.

Class Teachers and Support Staff

- Build strong, nurturing relationships with pupils.
- Implement behaviour strategies, differentiated support, and classroom adjustments.
- Monitor progress and share concerns with pastoral leads or the SENDCo.
- Communicate regularly with parents and carers.

6.3 Supporting Pupils With Additional Needs

Some pupils may struggle to meet behaviour expectations due to:

- Special Educational Needs or Disabilities
- Social, emotional, or mental health difficulties (SEMH)
- Adverse childhood experiences or trauma
- English as an additional language
- Temporary circumstances affecting wellbeing (e.g., bereavement, family change)

These pupils may receive additional support such as:

- **Individual Behaviour Plans (IBPs)**
- **Pastoral Support Plans (PSPs)**
- **SEND support plans**
- **Reasonable adjustments** to routines, instructions, or consequences
- **Check-ins/check-outs** with a trusted adult
- **Small-group interventions** (e.g., emotional literacy, nurture groups, friendship groups)
- **Access to safe spaces** for regulation
- **Behaviour coaching or mentoring**
- **Reduced or adapted timetables** (short-term and reviewed regularly)

Strategies are always personalised and reviewed regularly to ensure they are effective.

6.4 Multi-Agency Support

Where appropriate, the school works with external professionals, which may include:

- Educational Psychologists
- CAMHS or mental health services
- Early Help and family support teams
- Speech and Language Therapists
- Behaviour support services
- Social care
- School nursing services

This collaborative approach ensures that pupils receive holistic and coordinated support.

6.5 Supporting Positive Reintegration

Following serious incidents, exclusions, or periods of difficulty, the school supports pupils to reintegrate safely and positively through:

- Re-induction meetings with parents and key staff
- Clear expectations and success criteria
- Graduated reintegration plans
- Restorative conversations
- Close monitoring by pastoral or behaviour staff
- Additional emotional or academic support where needed

We aim to ensure that every pupil experiences a fresh start grounded in compassion and resilience.

6.6 Promoting Wellbeing

The school's wider approach to wellbeing supports positive behaviour and includes:

- PSHE and RSHE curriculum
- Worship and values-led assemblies
- Peer support and playground leadership
- Nurture principles embedded in classroom practice
- Opportunities for pupil voice and choice

We believe that when pupils feel valued, safe, and supported, they are best able to meet behaviour expectations and thrive.

7. Child-on-Child Abuse

At **St Giles' CE Primary School**, we are committed to creating a culture where all pupils feel safe, respected, and able to speak out about their concerns. Child-on-child abuse is never tolerated, dismissed, or minimised. We recognise that children can harm other children, and such behaviours must be addressed immediately, consistently, and with sensitivity.

This section should be read alongside the school's **Safeguarding and Child Protection Policy**, **Anti-Bullying Policy**, **Online Safety Policy**, and **RSHE Policy**.

7.1 Definition of Child-on-Child Abuse

Child-on-child abuse occurs when a pupil harms another through behaviour that may be:

- **Physical** – hitting, kicking, pushing, or causing harm
- **Verbal or emotional** – threats, name-calling, manipulation, coercion
- **Bullying** – including cyberbullying
- **Prejudiced behaviour** – racist, sexist, homophobic, biphobic, or transphobic comments or actions
- **Sexual harassment or sexualised behaviour** – inappropriate comments, touching, or pressure
- **Online** – sharing images, gossiping, excluding, threatening, or humiliating others

All such behaviour is unacceptable and will be taken seriously.

7.2 Principles for Prevention

The school is committed to preventing child-on-child abuse through a whole-school approach that includes:

- **A strong, explicit culture of respect and dignity**, rooted in Christian values
- **Clear school rules and routines** that promote positive behaviour and relationships
- **High-quality supervision** of pupils in classrooms, corridors, playgrounds, and social spaces
- **A curriculum that teaches respect, consent, boundaries, and healthy relationships**, particularly through PSHE/RSHE
- **Online safety education** for pupils and parents
- **Behaviour modelling by all staff**, showing how to disagree respectfully, resolve conflict, and treat others with kindness
- **Encouraging pupils to speak up**, ensuring they know how to report concerns and who they can talk to
- **Early identification** of pupils who may be vulnerable to harm or who may be at risk of harming others
- **A proactive approach to recording and monitoring patterns**, enabling timely interventions

These preventative strategies are revisited regularly with pupils and staff.

7.3 Staff Responsibilities

All staff have a duty to:

- Model respectful, inclusive behaviour
- Challenge inappropriate language or conduct immediately
- Never dismiss behaviour as "banter" or "just friendship issues"
- Recognise that even minor incidents can escalate without early intervention
- Record incidents accurately using the school's system
- Report concerns to the Designated Safeguarding Lead (DSL) without delay

Staff are trained to recognise the signs of child-on-child abuse, including subtle changes in behaviour, reluctance to attend school, or withdrawal from peers.

7.4 Responding to Incidents

When child-on-child abuse is reported or observed, the school will respond in a **calm, supportive, and consistent** manner:

1. **Immediate Safety**
   - Ensure the victim is safe and listened to.
   - Separate pupils if necessary.
2. **Listening and Reporting**
   - Take disclosure seriously.
   - Avoid questioning beyond what is necessary to establish basic facts.
   - Report to the DSL as soon as possible.
3. **Investigation**
   - The DSL or trained safeguarding staff will gather information safely and sensitively.
   - Both the victim and alleged perpetrator will be supported throughout.
4. **Assessment of Risk and Need**
   - Consider the ages and developmental stages of the children involved
   - Assess whether the behaviour is abusive or age-inappropriate
   - Consider additional needs, vulnerabilities, and safeguarding risks
5. **Actions and Consequences**
   - Behavioural sanctions will be proportionate, consistent, and educational.
   - Support will be provided to both the victim and perpetrator.
   - Serious cases may result in referral to external agencies such as Early Help, Social Care, or the Police.
6. **Communication with Parents**
   - Parents/carers of all pupils involved will be informed unless to do so increases risk.
7. **Restorative and Reintegrative Approaches**
   - Where appropriate and safe, restorative conversations or mediation may be used to repair harm.
   - Reintegration plans may be developed for any pupil returning to class following an incident.

7.5 Supporting the Victim

Support may include:

- A trusted adult for daily check-ins
- Counselling or pastoral sessions
- A safe space for regulation
- Additional supervision
- Adjustments to classroom seating or routines
- Support with friendships and social skills
- Involvement of external services where appropriate

The victim's voice is central in planning support.

7.6 Supporting the Perpetrator

Pupils who have engaged in harmful behaviour may require support to help them change their behaviour and understand its impact. This may include:

- A behaviour or pastoral support plan
- Restorative work
- Social skills or emotional regulation sessions
- Mentoring or adult check-ins
- Reflection time with pastoral staff
- Multi-agency involvement for underlying needs

The aim is to ensure learning, accountability, and positive behavioural change.

7.7 Monitoring and Review

The DSL, Behaviour Lead, and Senior Leadership Team will:

- Monitor incidents for patterns or emerging concerns
- Review the effectiveness of interventions
- Evaluate whether pupils require ongoing support
- Report anonymised trend data to governors termly

Learning from incidents will be used to strengthen prevention strategies.

8. Banned Items

To maintain a safe, orderly, and respectful environment, **St Giles' CE Primary School** prohibits certain items from being brought onto the school premises. These items pose a risk to the safety, wellbeing, or effective learning of pupils and staff.

The school follows the **Department for Education guidance on "Searching, Screening and Confiscation"**. Staff authorised by the Headteacher have the legal power to search pupils for prohibited items without consent where there are reasonable grounds for suspicion.

8.1 Statutory (Legally Prohibited) Items

The following items are **prohibited by law**, and staff have the legal power to search for them without consent:

1. **Knives or weapons**
2. **Alcohol**
3. **Illegal drugs**
4. **Stolen items**
5. **Tobacco and tobacco products** (including vapes/e-cigarettes)
6. **Fireworks**
7. **Pornographic or inappropriate images (digital or printed)**
8. **Any article used or likely to be used to commit an offence, cause personal injury, or damage property**

These items will be confiscated, parents will be informed, and the appropriate actions and safeguarding procedures will follow.

8.2 School-Prohibited Items

In addition to the statutory list, the school bans the following items due to their potential to distract learning, cause harm, or undermine the school environment. Staff may search for these items with the pupil's consent, or without consent if authorised by the Headteacher and aligned with DfE guidance:

1. **Mobile phones** (if pupils bring them for safety reasons, they must be handed in according to school policy; unauthorised use results in confiscation)
2. **Smart watches with messaging or camera functions**
3. **Electronic devices not required for learning** (e.g., tablets, gaming devices)
4. **Matches, lighters, or other ignition sources**
5. **Chewing gum** or other items that cause mess or disruption
6. **Aerosol sprays** (due to health and fire-safety risks; roll-on deodorants are permitted for older pupils)
7. **Laser pens or pointers**
8. **Toys or collectibles** not authorised for specific activities (e.g., trading cards)
9. **Any item that staff reasonably believe may be used to disrupt learning, threaten safety, or cause upset**

8.3 Confiscation and Storage

Confiscated items will be:

- Logged where appropriate
- Stored safely at the school office or with a senior member of staff
- Returned to parents/carers, unless the item is illegal or unsafe

Illegal items may be handed to the Police following safeguarding advice.

8.4 Communication With Parents

Parents/carers will be:

- Informed if a banned item has been confiscated
- Involved in follow-up discussions where needed
- Required to collect certain items from school

Repeated breaches may result in further sanctions or pastoral support.

8.5 Safeguarding Considerations

Any discovery of:

- Weapons or items used to inflict harm
- Illegal drugs
- Stolen items
- Pornographic material
- Items associated with potential exploitation or harm

will be treated as a **safeguarding concern** and reported immediately to the **Designated Safeguarding Lead (DSL).**

At **St Giles' CE Primary School**, the use of mobile phones by pupils is **strictly prohibited throughout the entire school day**, including during lessons, transitions, breaktimes, lunchtimes, clubs, and school visits. This approach helps ensure:

- A safe and distraction-free learning environment
- Protection of pupils' privacy and wellbeing
- Prevention of bullying, online harm, or inappropriate recording
- Reduced risk of loss or damage
- Reinforcement of healthy social interaction and play

9.1 Bringing Mobile Phones to School

Most pupils should not bring a mobile phone to school.

However, where a parent/carer believes their child requires a phone for safety reasons—typically for **independent travel to and from school**—the following rules apply:

1. **Parents must request permission from the school**.
2. The pupil must **switch the phone off** before entering the school site.
3. The phone must be **handed in at the start of the day** to the designated member of staff (e.g., the class teacher or office).
4. Phones are **stored securely** and returned at home time.
5. Phones must not be kept in bags, pockets, or lockers under any circumstances.

Failure to follow these conditions may result in permission being withdrawn.

9.2 Prohibited Use

The following behaviours are strictly prohibited:

- Using a mobile phone at any point during the school day
- Taking photos, videos, or audio recordings of pupils or staff
- Sharing or viewing inappropriate content
- Using a phone to bully, harass, or intimidate others
- Bringing a phone without parental permission or failing to hand it in
- Using a smartwatch with messaging, camera, or calling functions

Any such behaviour will lead to confiscation and appropriate consequences.

9.3 Confiscation Procedures

If a pupil is found to be in possession of a mobile phone without permission or using one during the school day:

- The phone will be **confiscated immediately**
- The incident will be logged
- The phone may be held until a parent/carer collects it
- Persistent breaches may result in further sanctions or removal of phone privileges

Confiscated devices are stored securely. The school is not responsible for loss, theft, or damage of unauthorised phones.

9.4 Safeguarding and Online Safety

Any concerns involving:

- inappropriate images
- bullying or harassment
- online grooming or exploitation
- sharing of harmful content

will be referred to the **Designated Safeguarding Lead (DSL)** and dealt with under the school's safeguarding procedures.

9.5 Communication During the School Day

Pupils must not use mobile phones to contact home. If a child needs to speak with a parent/carer:

- they should speak to their teacher or the school office
- staff will contact home on their behalf where appropriate

Likewise, parents/carers should contact the school office if they need to relay a message to their child.

At **St Giles' CE Primary School**, we are committed to creating a safe, respectful, and compassionate environment. Child-on-child abuse is **never tolerated**, and all concerns are taken seriously. This section aligns with our Safeguarding and Child Protection Policy.

7.1 Definition

Child-on-child abuse may include:

- Physical harm
- Verbal or emotional abuse
- Bullying or cyberbullying
- Prejudiced-based behaviour (racist, sexist, homophobic, biphobic, transphobic)
- Sexual harassment or inappropriate sexualised behaviour
- Online harm (sharing images, threatening messages, exclusion, humiliation)

7.2 Prevention Measures

We prevent child-on-child abuse through:

- A strong culture of respect and dignity rooted in Christian values
- Clear behaviour expectations and routines
- Effective supervision across the school day
- PSHE/RSHE teaching on relationships, consent, boundaries, and online safety
- Staff modelling positive behaviour and language
- Encouraging pupils to speak up and report concerns
- Robust recording and monitoring of incidents to identify patterns
- Early identification of vulnerable pupils

7.3 Staff Responsibilities

All staff must:

- Challenge inappropriate language or conduct immediately
- Never dismiss behaviour as "banter"
- Record concerns using the school's system
- Report incidents to the Designated Safeguarding Lead (DSL) without delay

7.4 Responding to Incidents

When an incident occurs, the school will:

1. **Ensure immediate safety** for all pupils involved
2. **Listen carefully** to the child and take concerns seriously
3. **Report to the DSL**
4. **Investigate** sensitively and proportionately
5. **Assess risk and needs** for all pupils involved
6. **Apply appropriate consequences**
7. **Inform parents/carers** (unless doing so increases risk)
8. **Use restorative approaches** when safe and appropriate

7.5 Supporting Pupils

Victims may receive:

- Pastoral or mentoring sessions
- A trusted adult for daily check-ins
- Access to safe spaces
- Social skills or confidence support

Perpetrators may receive:

- Behaviour or pastoral support plans
- Emotional regulation and social skills work
- Mentoring and restorative work
- Multi-agency support where appropriate

7.6 Monitoring

The DSL, Behaviour Lead and SLT:

- Monitor patterns
- Review intervention effectiveness
- Report anonymised trends to governors

8. Banned Items

A list of items which are banned by the school and for which a search can be made

To maintain a safe and orderly environment, St Giles' CE Primary School prohibits certain items from being brought onto the school premises. The school follows **DfE guidance on Searching, Screening and Confiscation.**

8.1 Statutory (Legally Prohibited) Items

Staff have a legal right to search for these items without consent:

1. Knives or weapons
2. Alcohol
3. Illegal drugs
4. Stolen items
5. Tobacco products (including vapes/e-cigarettes)
6. Fireworks
7. Pornographic or inappropriate images
8. Any article intended to cause injury, commit an offence or damage property

8.2 School-Prohibited Items

The following items are banned and may be searched for:

1. Mobile phones (unless handed in according to school policy)
2. Smartwatches with messaging/camera functions
3. Electronic devices not required for learning
4. Matches or lighters
5. Chewing gum
6. Aerosols
7. Laser pens
8. Unapproved toys or collectibles (e.g., trading cards)
9. Any item reasonably believed to cause disruption, distress, or harm

8.3 Confiscation

- Items are stored safely and returned to parents where appropriate
- Illegal items may be passed to the police
- Incidents are logged
- Repeat breaches may result in further sanctions

8.4 Safeguarding

Items such as weapons, drugs, stolen goods or inappropriate imagery trigger an immediate referral to the DSL

9. Mobile Phones

A clear approach prohibiting the use of mobile phones in school throughout the school day

The use of mobile phones by pupils is **strictly prohibited at all times** during the school day, including lessons, transitions, breaks, lunchtime, clubs and trips.

9.1 Bringing Phones to School

Most pupils should not bring a phone to school.
Where a parent considers it essential (e.g., independent travel):

- The phone must be **switched off before entering school**

- It must be **handed in at the start of the day**
- Stored securely by staff
- Collected at the end of the day
- Phones may not be kept on pupils' persons at any time

9.2 Prohibited Use

The following are strictly forbidden:

- Using a phone on school grounds
- Recording or photographing pupils or staff
- Viewing/sharing inappropriate content
- Using a smartwatch with messaging/camera functions
- Bringing a phone without permission or failing to hand it in

9.3 Confiscation Procedures

If a pupil brings or uses a phone inappropriately:

- It is confiscated immediately
- Logged on the behaviour system
- Returned only to a parent/carer if required
- Repeat breaches may lead to further sanctions

9.4 Safeguarding

Any mobile-phone-related concern involving:

- inappropriate images
- online bullying
- harassment
- grooming
- exploitation

is referred directly to the **Designated Safeguarding Lead**.

9.5 Communication with Home

Pupils must not contact home via mobile phone.
If needed, staff will contact parents on their behalf through the school office.

Adopted: 5.3.26

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