

William Cassidi Church of England Primary School

Behaviour Policy Statement

'Life in all Fullness'
(John 10:10)



As a school, we want to provide learners with the very best education. To let them experience life in all its fullness and living with all their heart. Our main core value of love underpins all that we do. Our school is Christ-centred and our core Christian values of love, respect, courage, service and resilience flow through every aspect of school life. It is on this bedrock that we provide an excellent education for our whole school family. We want our entire school community to be the very best that they can be and to recognise that they are precious, loved and valued.

School Vision and Christian Ethos

Our school vision is to enable all children (and their families) to live a life in all fullness and live 'with all their heart'. Our main core value of love underpins all that we do. Our school is Christ-centred and our core values of: love, respect, courage, service and resilience flow through every aspect of school life. We have high expectations of pupils and this is reflected in the school ethos, culture, interactions and behaviours observed daily in our setting. Our genuine love for the children means that we want the very best for them - this includes positive praise, nurturing character and holding pupils to account for their actions if they demonstrate behaviours, which are not aligned to our school vision, motto and values.

EEF Research

The Education Endowment Foundation have completed nationally accredited research into 'best practice' around the management of behaviour in schools. This behaviour policy is therefore reflective of best practice rooted in research and aligns with the EEF recommendations alongside the Christian vision, motto and values of our school:



Expectations

Expectations of behaviour must be understood by all members of the school community and clearly established before effective learning can take place onsite and children can attend visits off-site. Throughout a child's time at our school they will know the standard of behaviour that is expected of them and enable them to be successful (both socially and academically).

As our school vision, motto and values are central to our school culture and ethos we use a HEART acronym to ensure whole school expectations are clear. This applies to children from nursery - Y6. By living our motto of: 'with all your heart' and our main core value of love, we model HEART expectations to achieve a 'Life in all Fullness'.

H Helpful acts and words
E Encourage one another
A Aim to be the best that you can be
R Respect for everyone and everything
T Together we achieve

The HEART acronym serves as an overall 'standard' across the school.

We also use a 'STAR' acronym to reinforce active listening and provide an expected 'standard' of learning behaviour during moments of input - including worships. We want children to be 'active' rather than passive in their learning during these teaching moments:

S Sit up straight
T Track the speaker
A Ask questions
R Respond to questions

Behaviour Framework

In order to implement our 'standard' of behaviours we provide a framework of realistic, clearly defined and consistent boundaries, which are explained and reinforced across the school. We also acknowledge that the framework for behaviour must be age-related and will vary (as it should) between EYFS and KS1/2 in particular. As per EEF guidance, we are also aware that for some pupils a 'universal system' will not always work and therefore targetted approaches specific to the individual may be needed. EEF research shows that a 'stepped' and 'graduated' approach to behaviour management (particularly learning behaviours) is

encouraged in order to provide clear guidance and routine to pupils re: expectations.

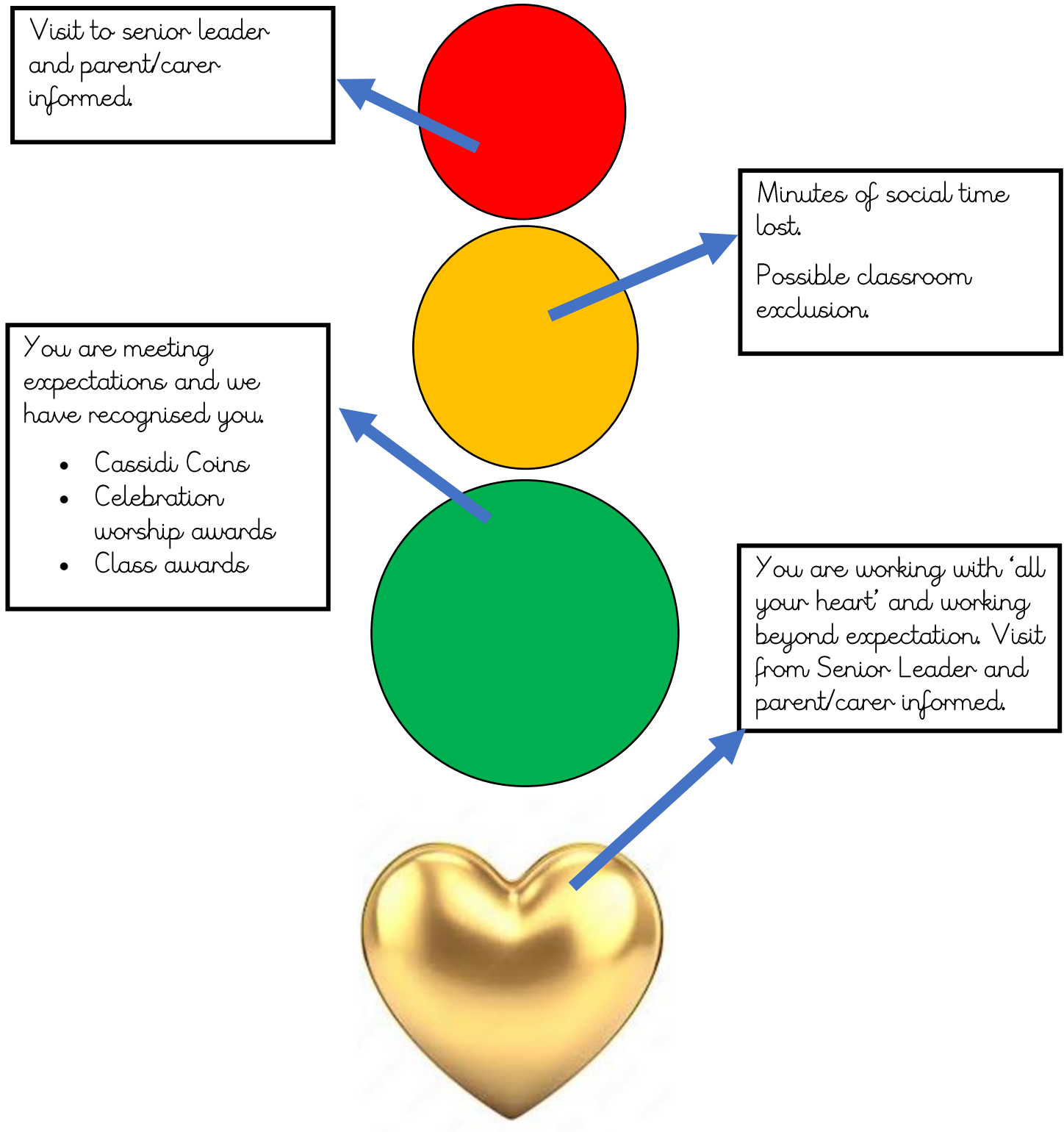
EYFS Universal Behaviour Framework – The Rainbow

Children in EYFS use a 'stepped' rainbow system linked to behaviour. When positive behaviours are observed children can jump up the rainbow. There are 10 jumps on the rainbow. When children reach the pot of gold on the 10th marker they are able to choose a prize and then reset to number one. This system is continuous and follows the pace of the children. If children demonstrate any behaviours which are not acceptable they may be placed on to the cloud. Children in EYFS make their own rainbow using their handprints as a transition day task.

KS1 / KS2 Universal Behaviour Framework – The Traffic Lights

Children in Y1 – Y6 follow a traffic light system linked to behaviour. In the Autumn term of Y1, pupils will still continue to use the rainbow system as a transitional tool from EYFS to KS1. Within the traffic light system, sanctions are issued and completed the same day for maximum impact. It is important that every day is a 'fresh' day when reinforcing behaviour expectations with children. Pupils will therefore automatically re-set to green at the start of each day because that is the expectation:

KSI/2 Learning Expectations



Cultural Capital

It is essential for the cultural capital of children that they understand 'how' to behave in different social contexts and scenarios in order for them to be successful in later life. This is particularly important in a rural school due to the potentially negative impact of rural isolation that some of our children may experience; most notably pupil premium children. There is the potential for children to not know 'how' to behave in particular social contexts if they have not experienced them e.g. the differences in behaviour expectations between a soft play centre and art gallery. These expected social norms/changes in behaviour will not be automatically known to children. We therefore ensure we provide a broad and balanced programme of curriculum, enrichment, extra-curricular activities and educational visits to ensure children know the expectations and differing behaviour expectations between varying social contexts. Each year children will experience a variety of experiences linked to:

Theatre
Galleries
Museums
Outdoor learning
Places of worship
Industry and workplace
Sports and recreation

The Role Of The Governors

The governors have the overall responsibility for directing the ethos of the school and its standing in the local community. In order to achieve this there is a continuing dialogue between the governors and SLT to ensure that there is always a clear understanding of the implications of the policy. Regular link governor meetings also take place so that governors are visible and present within the school during the school day and can report their observations of behaviour to the full governing body.

The Role Of The Headteacher

The Headteacher is responsible for the strategic direction of the school alongside the operational day-to-day running of the school and the implementation of the policy by members of staff. The Headteacher

monitors the implementation of the behaviour policy and continually reflects upon the impact.

The Role Of All Staff

All members of staff are actively involved in and have responsibility for the implementation of the school's Behaviour Policy.

It is vital that all staff lead by giving a clear and positive example. Staff will model the core values of: love, respect, courage, resilience and service during interactions and act as a role model to pupils. All members of staff are expected to have excellent classroom management skills, apply appropriate pupil support systems (e.g. rainbow and traffic lights), teach good behaviour, liaise with parents and other agencies, manage pupil transition and apply appropriate rewards and sanctions. All staff will apply the Behaviour Policy in a fair and consistent manner at all times throughout the school.

The Role Of Parents/Carers

All children need parental encouragement and support to participate positively and fully in their day-to-day schooling and the wider life of the school and the community. It is essential that parents and the school work closely together to understand and maintain high expectations of children's behaviour and work. The school welcomes the interest and close involvement of parents in all areas of school life. Parents must make a joint investment in their child's education and the school arranges regular opportunities for liaison (meetings, reports, events, letters and communication via Eschools). We are always pleased to arrange additional meetings should parents require them. Parents will be informed of examples of positive behaviour and attitudes as well as examples of behaviour, which may fall short of our high expectations. Parents are also requested to sign a home/school agreement (appendix I) which provides details of our expectations of behaviour, dress and commitment, for children, parents and members of staff.

Implementation Of The Policy

In The Classroom:

The quality of the curriculum offered and the organisation of pupils plays a significant part in determining behaviour. At William Cassidi C. E. Aided Primary School we provide a broad, varied, challenging and relevant curriculum.

Classroom expectations are displayed in each classroom and around the school building. Children were involved in the creation of these expectations so that they are perceived as being fair, reasonable, sensitive and effective.

Staff have high expectations of pupil work and behaviour; they lead by example e.g. quality of work and displays, behaviour, dress, punctuality and commitment.

Children will have frequent opportunities to develop an increasing responsibility for their own learning e.g. organising their own workspace, collecting and returning equipment.

All children are required to wear school uniform (blue polo shirt, sweatshirt and grey skirt, trousers or pinafore dress). We believe it engenders a feeling of belonging, inclusion and equality within our school.

Children will always be appropriately supervised. There should be an emphasis on the positive, such as praise for good behaviour and work, with appropriate written comments on completed work in line with the school's feedback policy.

Any misbehaviour should be dealt with quickly and calmly and any further disruption minimised. Inappropriate behaviour should not be condoned. Acts of bullying are not condoned and staff should refer to the Anti Bullying Policy Statement for appropriate actions and responses. Reasons for poor behaviour should be sought and the information acted upon in line with school policy.

Around The School

When moving around the school children should always walk silently and calmly so that others are not disturbed or distracted. This shows a level of respect.

Children should always enter and leave the hall in single file with the teacher being responsible to ensure control and safety.

In the general school environment e.g. corridors, shared teaching spaces and the toilet areas, children are expected to behave in a positive and appropriate manner. They should also keep these areas tidy and in a suitable condition for others to use.

We expect children to display good manners, be courteous and behave in a respectful way at all times. We expect children to model and 'live' our core values of: love, respect, courage, service and resilience.

In The Playground

All children are either brought to school under the responsibility of an adult or arrive by school transport. The school operates a flexi-drop off each morning with the playground being open from 8:45am. Children may be left from that time under the care of staff members. Children who arrive by school transport remain under the care of their escort until the beginning of the school day. A morning bell is rung by the Headteacher at 8:50am and threshold is established as children enter the school building. Year 6 parents may sign a form to allow their child to walk to school in preparation for transfer to secondary education. The Year 6 teacher will monitor these arrangements, which may be withdrawn if health and safety issues cause concern.

At the end of the school day the children leave the premises via the playground. Children in EY, KS1 and Y6 are dismissed directly from their classroom door by their class teacher. Dismissal is conducted in an orderly manner to ensure each child is collected by an appropriate adult. The same procedure is followed in KS2 however Y3, 4 and 5 are dismissed from the KS2 door one year group at a time. Children who are returning home on school transport are escorted to the appropriate bus and placed under the care of the escorts. Please refer to the 'Children Left At School Policy' for specific guidance regarding children who are not collected from school at the appropriate time.

In the playground a wider range of behaviours become acceptable as the children need to run, shout and generally 'let off steam'. However, playing should be positive and purposeful with no violent or aggressive games e.g. play fighting. Bullying or racial harassment is not tolerated at any time (please refer to the Anti Bullying Policy Statement and racist incident log). Behaviour is monitored daily by all staff - particularly the Headteacher to identify trends and to enable appropriate support to be provided to modify behaviours and ensure learning can occur for all pupils at all times.

During lunch time a range of stations and 'zoned' areas are established to provide some structured play opportunities. This takes place daily from 12:30pm once all children have accessed the lunch hall. Zoned areas include: skipping, basketball, table tennis and reading. In the summer months writing stations are set up alongside access to the school

garden, outdoor gym and school field. Zoned equipment remains indoor at this time as children have access to climbing frames, trim trails, den building, etc... The wooden fitness trail, exercise machines, climbing frame, stage, traversing wall and grassed areas may be used depending on the ground and weather conditions as decided by the teacher / supervisor on duty.

It is the responsibility of the teacher on playground duty to supervise the children in the playground and to monitor behaviour. Any problems should be dealt with as they occur, but the child's class teacher should be informed of any behaviour that causes concern.

In the event of wet or icy conditions at playtime, the teacher on duty will decide to allow or cancel outside playtime and will inform other members of staff of the decision. In the event of playtime being cancelled the class teacher, designated assistant or teacher on duty will remain with the children to supervise alternative activities or games. During a wet/icy lunchtime, class teachers rotate with one another in addition to the lunchtime supervisors and Headteacher who remain on duty throughout. At lunchtimes children enter and leave the school building as directed by the lunchtime supervisors. All normal playground procedures apply. If the weather prevents outside play then the children are supervised in their classrooms where board games and activities are available.

The children eat their school dinners or packed lunches in the hall. They should enter and leave the hall in a quiet and controlled manner and remain seated whilst eating. Lunchtime supervisors encourage considerate table manners. During warm weather KS2 children may (with agreement with the lunchtime supervisors) eat their packed lunches on the picnic benches outside. Children should remain seated at all times and ensure good hygiene and eating etiquette to prevent choking and maintain appropriate health and safety procedures.

Children are allowed access to toilet facilities when they are needed, but at playtimes and lunchtimes the children are expected to use these facilities before leaving the school building. At both play and lunchtimes children are expected to remain outside where they can be safely supervised. Permission from the teacher on duty should be sought before re-entering the building.

Positive Behaviour Management

We consider it important that good behaviour is recognised and rewarded. This is predominantly actioned through verbal praise or an appropriate written comment. The school has adopted a 'stepped system' for behaviour using the Rainbow in EYFS and traffic light system in KS1/2. These systems are displayed in each classroom and discussed with the children to promote understanding of the system. The systems allow the opportunity to celebrate positive behaviours.

Rewards

In the Foundation Stage children are rewarded with stickers and 'jumps' along the rainbow are given when children model positive behaviours. When a child has received 10 jumps they reach the 'pot of gold'; their achievement is rewarded by a small gift chosen from a box by the child. In the Foundation Stage a teddy is also awarded and given to a child to take home for excellent behaviour and attitude along with a Diary which parents/carers may complete with the child. This is then shared with the class.

In KS1/2 children receive stickers for individual achievement, Cassidi Coins and the opportunity to reach the 'heart' on the traffic light system; this is the equivalent to the 'pot of gold' EYFS children can reach on their rainbow. Children reaching the heart receive a postcard reward to take home and report to parents. The Cassidi shop visits school once per month whereby children can purchase items in exchange for Cassidi coins. This will encourage children to work hard, save and receive rewards for their hard work. This is also designed to encourage sound economic awareness and financial capabilities which can be built upon as they grow older.

Celebration Worship

Celebration Worship is held each Friday afternoon at the end of the school day. This is an opportunity to share, encourage, praise and recognise achievements of the children inside and outside of school. Children are able to bring in awards, certificates and trophies they have received for activities they have undertaken outside of school. In addition, each class teacher identifies children for Star Awards for specific curriculum outcomes. Children are awarded Star Stickers. A 'Golden Heart Award' is also identified each week by the class teacher for children who have worked 'with all their heart' demonstrating:

- Helpful acts or words
- Encouraging one another
- Always being the best they can be

- **R**espect for everyone and everything
- **T**ogether we achieve

The child receives a certificate, a sticker and their photograph is placed on the Golden Board for all to see.

Other awards presented include birthday stickers and attendance awards.

Inappropriate Behaviour

On rare occasions some children may find it difficult to maintain good behaviour and may be referred to the Headteacher, Assistant Headteacher or member of the senior leadership team. Where behaviour continues to be unacceptable the parent/guardian of the child is invited into school to discuss the situation.

Where reprimand is necessary it is important that it is appropriate to the offence committed and that the situation is dealt with by the teacher concerned.

The school will encourage the child to develop greater self esteem and become more willing to conform to acceptable behaviour patterns. This will be encouraged through the consistent use of strategies especially focusing on a child's abilities and giving praise, and the building of a closer relationship with the child by making time for individual attention to talk and listen to the child. The teacher will also have appropriate activities that the child can be diverted to should they need withdrawing from a situation. The withdrawal of privileges e.g. unaccompanied access to toilet facilities, working outside the classroom, choosing a working group, may also be applied.

At all times we seek to emphasise that it is the child's behaviour that is not acceptable not the child and seek to teach good behaviour.

Sanctions For Extreme Behaviours / Disciplinary Actions

These procedures apply equally to all children who attend our school. Serious behaviours include: physical assault, swearing, damaging property, racist abuse, bullying, spitting, sexually offensive behaviours, taunting, theft and refusal. All such extreme behaviours are escalated to the Headteacher. The Headteacher will inform parents of such incidents and keep them informed of developments. The Headteacher will complete the relevant Local Authority reporting papers as applicable. If

a child continues to exhibit unacceptable behaviour parents will be asked to attend a meeting when further disciplinary procedures will be explained - including the potential for internal/external exclusion. Parents will be requested to discuss their child's behaviour with the class teacher daily/weekly. A further step will be the request of a parent to attend class with their child to monitor their behaviour. Disciplinary issues will be reported to the governing body at this level.

In addition to serious behaviours, the Headteacher monitors all amber and red occurrences. A serious behaviour would mean an automatic escalation. Lower level behaviours could lead to an escalation via the 'cloud' in EYFS and traffic light system in KS1/2. The Headteacher completes a daily learning walk to review learning behaviours and is visible during lunchtimes and key points of transition.

The Headteacher also ensures the policy does not impact disproportionately on particular groups, is differentiated to meet the needs of those with special needs and disabilities, ensures that safeguarding procedures are followed where a child's behaviour may suggest a child is suffering from significant harm and ensures continuing disruptive behaviour is not a result of unmet educational or other needs.

Exclusions

In very exceptional cases it may be necessary for the governing body, after consultation with the Headteacher, to consider excluding a child from school either on a temporary or permanent basis. In such cases the current legal requirements will apply and the Local Authority will be immediately informed.

Screening and Searching Pupils

The law allows schools to require pupils to undergo screening. At William Cassidi C. E. Aided Primary School we do not screen pupils.

The law allows for school staff to search a pupil for any item banned under the school rules with pupil consent. At William Cassidi C.E. Aided Primary School we would consider the following items to be banned: knives, weapons (including items which could be used as weapons eg screw driver, scissors, nail file or similar sharp object), alcohol, illegal drugs and stolen items. The law permits school staff to seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. Schools are not required to have formal written consent from the pupil for this sort of search, it is

enough for the teacher to ask the pupil to turn out their pockets or if the teacher can look in the pupils bag and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag. A pupil refusing to co-operate with a search will be placed on red and removed to an isolated, safe area. Their parents/ guardians will be contacted for an immediate meeting to resolve the situation.

Searching without consent may be carried out by the Headteacher or a member of staff authorised by the Headteacher. However, the person searching must be the same gender as the pupil being searched and there must be a witness (also a staff member) and if at all possible the same gender as the pupil. It is possible for a female teacher to witness a search of a male pupil where there is only one male member of staff in a school or taking part in a school visit. There must be reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

The Headteacher can decide who to authorise to use these powers and there is no requirement to provide authorisation in writing. Staff may refuse to undertake a search. At William Cassidi we do not employ security staff. As a result only members of staff will be authorised to undertake a search. Staff at William Cassidi are authorised to search for stolen property. Members of the Senior Leadership Team are authorised to search for weapons, knives, alcohol and prohibited substances. There is no legal requirement for staff to be trained before undertaking a 'without consent' search. However, the Headteacher should consider whether the member of staff requires additional training to enable them to carry out their responsibilities.

When establishing grounds for a search without consent the teacher must consider in each particular case what constitutes reasonable grounds. For example, they may have overheard other pupils talking about an item or they may notice a pupil behaving in a way that causes them to be suspicious. The powers allow school staff to search regardless of whether the pupil is found to have the item. William Cassidi does not have access to CCTV so no footage would be viewed to determine a search.

Searches should be carried out on the school premises or elsewhere, where the member of staff has lawful control or charge of the pupil, for example, school visits in England or in training settings.

The power to search without consent enables a personal search involving the removal of outer clothing (clothing which is not worn next to the skin or immediately over a garment that is being worn as underwear, but includes hats, shoes, boots, gloves and scarves) and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (police officer) can do. Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. Schools can also make it a condition of having a locker or desk, that a pupil consents to have these searched for any item, whether or not the pupil is present. At William Cassidi we have a desk tray or tray and it is a condition of having this facility that they may be searched for any item whether or not the pupil is present. If a pupil does not consent to a search (or withdraws consent) the privilege of having a tray will be withdrawn. It may still be searched prior to removal of privilege but only for prohibited items as listed above. Reasonable force may be used by the person conducting the search, please refer to the appropriate section in this policy.

After the search, the member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any item is thought to be a weapon it must be passed to the police. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully.

For items found as a result of a 'without consent' search the law says a person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence. At William Cassidi the decision to dispose of an item must be made in consultation with a member of the Senior Leadership Team and current guidance provided by the Secretary of State should be referred to.

Schools are not required to inform parents/guardians before a search is carried out or to seek their consent to search their child. There is also no legal requirement to make or keep a record of a search. However, schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so. At William Cassidi the Headteacher will be informed of any screening or searching and a record will be kept of each individual case. Complaints about screening or

searching should be dealt with through the school's Compliments and Complaints Policy.

The Power To Use Reasonable Force Or Make Physical Contact

All staff have a duty of care for children at our school and therefore they may need to intervene in extreme circumstances. The term 'reasonable force' covers a broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstance' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom using caring 'c'.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. Records must be kept of all instances where any form of restraint is used and a copy forwarded to the Local Authority. Key staff in school complete positive handling training.

At William Cassidi we believe that reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is used to control or to restrain pupils. The decision on whether or not to physically intervene is down to the professional judgement of the individual member of staff concerned. The decision should always be based and depend on the individual circumstances. The school acknowledges that reasonable adjustments for disabled pupils and pupils with SEND should be made. This will ensure that they are not endangered or physical disabilities aggravated. We will act in line with recommendations made by professionals for specific SEND pupils, for example, behaviour management strategies or those with communication difficulties including ASD where strategies may be carefully planned to reduce problems and not exacerbate circumstances or plan for a pupil who may need regular positive handling. Some examples of situations where reasonable force can be used are:

- The removal of disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Preventing a pupil leaving the classroom where leaving the classroom would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevents a pupil from attacking a member of staff or another pupil; or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment, it is always unlawful to use force as a punishment.

Schools do not require parental consent to use force on a pupil and it is up to schools to decide whether it is appropriate to report the use of force to parents although it is considered good practise for schools to speak to parents/guardians about serious incidents involving the use of force. At William Cassidi we will speak to parents/guardians about serious incidents involving the use of force and complete a 'Use of Reasonable Force Report' (appendix 2). The Headteacher will inform the Premises, Finance and Staffing Committee of incidents. This will be anonymous. A member of staff should use their professional judgement when considering if a serious incident has occurred and consider the following:

- The pupil's behaviour and level of risk presented at the time of the incident;
- The degree of force used;
- The effect on the pupil or member of staff;
- The child's age.

The Headteacher will consider the need for additional staff professional development in relation to the use of positive handling.

If a pupil complains when force is used upon them it is always the school's duty to investigate and feedback to pupils, parents and carers the investigation findings. Each complaint should be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law (they have used reasonable force in order to prevent injury, damage to property or disorder) this will provide a defence to any criminal prosecution or other civil or public law action. When a

complaint is made the onus is on the person making the complaint to prove their allegations are true, it is not for the member of staff to show that they have acted reasonably. Suspension is not an automatic response when a member of staff has been accused of using excessive force and reference should be made to the document 'Dealing With Allegations of Abuse against Teachers and Other Staff' which provides guidance where an allegation of using excessive force is made. The circumstances of each allegation should be carefully considered prior to a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate. Should the decision be made to suspend a member of staff, the school should ensure that the member of staff has access to a named contact who can provide support. The Governing Body should consider whether the member of staff has acted within the law when reaching a decision on whether or not to take disciplinary action. The Governing Body has a duty of care towards each employee and appropriate pastoral care should be provided to any member of staff who is subject to a formal allegation following a use of force incident.

It should be noted that it is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. At William Cassidi we consider the following to be examples of proper and necessary contact:

- Holding the hand of a child at the front or back of a line when going to worship or when walking around the school or to church;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons, clubs or sports coaching;
- To give first aid.

At William Casidi we will also take account of advice received from the Local Authority Safeguarding Board.

The Power To Discipline Beyond The School Gates

The Education and Inspections Act 2006 gives Headteachers the ability to ensure that pupils behave when they are not on the school premises or under the lawful control of staff. The Act establishes clear responsibilities with regard to behaviour and to bullying (Anti-Bullying Policy). Where instances of poor behaviour and/or bullying (including online) are reported to a member of staff, the information will be passed to the Headteacher for investigation and appropriate action will be taken. The Headteacher will consider whether it is appropriate to notify the

police or the anti social behaviour co-ordinator at the Local Authority of the actions and consequences taken. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

This policy will be reviewed on an annual basis.

Policy approved by the Governing Body: April 2025
Date for review: April 2026

Appendix I:

William Cassidi C. Of E. Aided Primary School Home – School Agreement

The Parents/Guardians will:

- Ensure that my child goes to school regularly and on time
- Telephone school and provide a note to explain any absence
- Support the school's policies and guidelines for behaviour
- Support the school's policy on wearing school uniform with no jewellery
- Ensure that my child goes to school properly equipped for all lessons, including P.E. and swimming
- Support my child in homework and other opportunities for home learning
- Attend parent/teacher consultation meetings to discuss my child's progress
- Get to know about and support my child's life at school
- Let the school know of any concerns or problems that might affect my child's work or behaviour

Signature: _____

Date: _____

William Cassidi C. of E. Aided Primary School will:

- Endeavour to create a caring, Christian ethos in which your child will be encouraged to do their best at all times
- Care for your child's safety and happiness
- Encourage your child to respect themselves, their peers, their belongings and surroundings and be a valued member of the school community
- Provide a balanced curriculum which meets the needs of your child
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility
- Keep you informed about the school curriculum and activities through letters, newsletters, notices, social media and the school's website
- Send home reports on your child's progress and targets set for the development of your child
- Arrange parent consultation meetings during which your child's progress will be discussed

- Provide and mark homework and home learning activities
- Let parents/guardians know about any concerns or problems that affect your child's work or behaviour
- Contact parents/guardians if there is a problem with attendance or punctuality

Signature: _____ Date: _____

The Pupil Will:

- Attend school regularly and on time
- Wear school uniform and be tidy in appearance
- Complete all my class work and homework as well as I can
- Be polite and helpful to others
- Behave appropriately at all times
- Live the school vision, motto and values

Signature: _____ Date: _____

Together We Will:

- Support your child's learning to help them achieve their best
- Tackle any needs or problems together

All school policies are available on the school's website:
<http://www.williamcassidieschools.org.uk> or via the school office.

Appendix 2:

Use of Reasonable Force /Positive Handling Report

[illegible]

<i>(please note any responses made by the parent/carer)</i>	
Pupil Debrief: Time:	Date:
<p><i>(please give details of circumstances, why reasonable force was used, what would be the response if the same happened again, comments by pupil which clarify their perspective, how to avoid a repeat)</i></p>	
Further Notes/Subsequent Actions:	
<i>(PTO if required)</i>	