



# CRADLEY CE BEHAVIOUR POLICY 2025

## A policy to safeguard children

### INTRODUCTION



#### School Vision and values

Our school values, vision statement and aspirations have been arrived at through consultation with the whole school community.

#### Our values

Respect, caring, courage, trust, perseverance, belonging, forgiveness and resilience.

#### Our vision

*Our vision, 'Believe, belong, be happy; every child every chance, every day' is inspired by the relationship between Jesus and Peter. Jesus valued and loved Peter unconditionally and accepted him for who he was. Jesus guided, nurtured and inspired Peter. He believed in Peter even when he doubted himself. Peter learnt from his mistakes and took risks, safe in his trust and faith in Jesus. Through his relationship with Jesus, Peter experienced a sense of belonging, family and self-worth. He received the support and guidance he needed to flourish, strong in the foundations he built with Jesus, enabling Peter and to lead a happy and fulfilling life.*

#### Our aspirations for our children:

##### Believe

At Cradley Church of England Primary School we believe that every child is made in the image of God and as such is a person of great worth, to be valued and treated with respect. Jesus treated Peter with dignity and respect; he believed in Peter and nurtured his faith and self-belief. We want our children to learn from the relationship, to believe in themselves and their own abilities so that they can aspire to be the best they can be. We will help our children to develop resilience, to have the confidence to choose the right path in life, but also to find their way back if they take a wrong turn. In the same way that Peter was guided and supported by Jesus, so we will guide our children in their spiritual life, support them on a journey of faith and offer them an encounter with Jesus Christ.

##### Belong

Jesus welcomed Peter and gave him the opportunity to belong to a very special community. All relationships at Cradley CE are inspired by this example Jesus set; we aspire to be a welcoming and inclusive community in which all who belong can flourish. Our core Christian values are at the heart of all we do, allowing us to develop a true feeling of belonging and a sense of shared identity. We hope that everyone who comes to Cradley CE feels part of our Cradley family, just as Peter experienced a sense of belonging with Jesus and the other disciples. Our children are encouraged to value and embrace the many local, national and global communities to which they belong and we support each child in developing the qualities of character which will help them to participate in their communities and to grow as responsible, compassionate and caring citizens.

##### Be Happy

Happiness is the key to success and this knowledge underpins everything we do at Cradley. We want our children to feel safe, secure and happy at school: happy to talk, happy to listen, happy to learn and happy to try new things and take risks. We will help each child to see that they are special and encourage them to value themselves, to be happy with who they are, a unique child of God.

##### Every Child

Jesus accepted Peter for who he was and loved him unconditionally. He saw potential in Peter and called him 'The rock'; he gave Peter the opportunity to be part of something very special. At Cradley CE we are inspired by the example Jesus set; we believe that every child is worthy of love and compassion and should be treated with dignity. We understand that every child is precious, each

with their own special talents, needs and abilities. Through our broad and rich curriculum, each child is nurtured in confidence and given the opportunity to succeed, building on their own unique gifts.

### **Every Chance**

Throughout his life, Peter made many mistakes. Each time, Jesus forgave him and gave him another chance to be the best person he could be. At Cradley we believe that each child should have every chance to live life in its fullness and to fulfil their potential. We have high aspirations for all our children and our dedicated staff are committed to providing high quality teaching and learning. We encourage our children to be independent, resilient learners who cope wisely when faced with challenges or difficulties. We work in close partnership with parents and other stakeholders to open up horizons of hope and aspiration so that every child has the best possible chance to succeed and reach their potential.

### **Every Day**

We encounter each new day with the view that anything is possible; each day is a chance to do better, with endless possibilities for our children to fulfil their potential. We encourage our children to make the most of every day and make sure each child has new and exciting opportunities to explore. Inspired by the example Jesus set, forgiveness underpins all relationships; children are given a fresh start each day- another chance when they have made a mistake. They are encouraged to be forgiving in their daily lives and to give others another chance too. Through the variety of experiences and opportunities offered every day, our children receive a school experience which prepares them for their journey through life.

This Policy is carried out within the context and spirit of the school's Vision Statement and supports and reinforces our aspirations for our children.

### **Introduction**

At Cradley CE Primary School we are a caring inclusive community, built on Christian values and an appreciation that there is something unique and wonderful about every pupil. Our values are at the heart of all relationships and underpin everything that we do at Cradley. We believe that living and learning about our values together has a huge impact on the behaviour of our children. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs and Disabilities.

In realising our vision for our children, it is our aim to raise the aspirations and confidence of all our pupils to ensure that they have 'every chance, every day'. Our aim is that they appreciate that there are no barriers to them reaching their potential either inside or outside the classroom. We aim to ensure that every member of the school community feels valued and respected and that each person is treated fairly and well. The school's 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 in which everyone feels happy, safe and secure. All staff encourage the children to live our values and in doing so to encourage the highest standards in collective and self-discipline. We believe that encouragement, praise and motivation are essential so that pupils, staff, governors and parents work together in a happy, positive environment.

### **Aims of the policy**

To have a clearly defined and structured system that operates throughout the school.

To cultivate good, positive behaviour.

To develop self-esteem and encourage our values of respect for oneself and others.

To ensure that the system is fair and consistent.

To encourage everyone to be involved in the ownership of the school rules.

To be inclusive in our application of this policy and consider the needs of a range of pupils, making reasonable adaptations where appropriate.

At Cradley CE Primary School we welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person, thus ensuring each pupil is equipped to take his/her place in the modern world.

### **Expectations**

At Cradley CE Primary School we see education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We encourage all who learn here to demonstrate our school values in all aspects of life. We aim for the highest standards of behaviour both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-bullying Policy is available to parents on our website. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender identity or physical disability.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

### **Teaching and learning**

At Cradley CE Primary School pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and trauma informed manner. Our teaching and support staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

### **Rewards**

Rewards are powerful incentives to encourage and praise good behaviour. Throughout the school, a system of silver/gold stickers, dojo points, awards and certificates is in operation which rewards pupils for excellence and effort in all areas of the school curriculum.

Rewards include:

- Verbal praise, written remarks about good work, stickers, stars and sending the child to another teacher, Deputy or Headteacher for praise.
- Children may earn silver (5 dojos) or gold (10 dojos) stickers/cards for their achievements.
- Children may have comments or stamps in their books as a reward and may go to the Head or Deputy for a sticker.
- Accumulated Dojo points will result in an achievement certificate awarded in assembly in increments of 50 and a coloured badge which can be worn on their uniform.
- Whole class behaviour is rewarded by the giving of a 'pebble in the pot'. Once the pebble pot is full the class earn a 'pebble party' in which all children take part. Staff are encouraged to reward other classes if good behaviour is noticed, e.g. lining up in the playground, coming into assembly.
- Children are rewarded and thanked for good behaviour and progress in weekly and half termly Praise Assemblies. Parents are invited into school each half term to join in with their child's successes.
- Children's achievements out of school are recognised in assembly times, shared through the weekly newsletter and celebrated through our 'shine' week which occurs every 2 years.

## **Restoration and repair**

Restorative behaviour management aligns closely with Cradley CE Primary's vision of "Believe, belong, be happy; every child, every chance, every day," by fostering trust, forgiveness, respect, and resilience within the school community. This approach focuses on repairing harm and restoring relationships between pupils rather than simply punishing misbehaviour, which supports pupils in understanding the impact of their actions and encourages personal accountability within a caring and supportive environment. By embedding restorative practises, the school nurtures a culture where pupils feel they belong and are valued, promoting positive behaviour that reflects the school's values of courage, perseverance, and caring. This approach also contributes to a safe and calm learning atmosphere where every pupil has the chance to flourish academically and personally, underpinning the school's commitment to holistic development and wellbeing.

Staff at Cradley CE Primary utilise restorative practice as a key approach to respond to behaviour incidents in a respectful, open, and honest manner, placing each pupil at the centre of the process. Following the principles outlined in the Behaviour in Schools guidance (DfE, 2022), restorative conversations aim to understand the root causes of misbehaviour rather than simply reacting to the symptoms. This involves engaging pupils in reflective dialogue where they are encouraged to recognise the impact of their actions on others and the school community, fostering personal accountability.

The process typically begins with a calm, private discussion where staff listen carefully to the pupil's perspective, demonstrating empathy and respect. This helps build trust and supports emotional regulation, crucial for pupils who may find managing their feelings challenging. Staff then guide the pupil to consider how their behaviour affects others and explore ways to repair any harm caused. This might include apologies, making amends, or agreeing on strategies to prevent recurrence.

Restorative practice supports the school's vision by promoting values such as trust, forgiveness, respect, and resilience. It helps pupils develop social and emotional skills, contributing to a positive behaviour culture where pupils feel valued and understood. Importantly, it shifts the focus from punishment to improvement, encouraging pupils to learn from mistakes and re-engage positively with their learning and peers.

By embedding restorative approaches consistently and fairly, staff help maintain a calm and safe environment, reinforce the school's behaviour expectations, and support pupils' holistic development in line with the school's commitment to "every child, every chance, every day." See Appendix 2 for examples of language and questions used within restorative conversations.

## **Sanctions**

Even with the work done through restorative practice, we believe that there are circumstances when a sanction may be necessary as part of the process of justice. It is the responsibility of the teacher to identify inappropriate behaviour and determine the reason, e.g. work mismatch, home, friends. If a child's behaviour is having an adverse effect on those around him or her this will be pointed out to the child, privately and discretely, when possible, who will then be given the opportunity to discuss the behaviour, its causes and its repercussions. If the behaviour is causing other children to become unhappy or impacts on the learning of others, it will not be tolerated. In such circumstances we do not seek to apportion blame but rather to seek out the cause of the behaviour and work with all parties to affect a cure. School will ensure that any sanctions are reasonable and must not breach any other legislation (disability, SEND, race and other equality acts).

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. In cases of inappropriate behaviour, the following sanctions may be used by class teachers:

- The teacher may move the child to another seat to facilitate learning/good behaviour.
- We expect children to try their best in all activities. If they do not do so, the child may be asked to redo a task.
- The child may be asked to take part in a restorative conversation over their continued poor performance / behaviour with the class teacher during break time/part of lunchtime.
- If a child is disruptive in class, the pupil will be reminded of the high expectations. Following a series of warnings children may have a verbal warning (yellow card) or a verbal 'Time to think' implemented or eventually a verbal red card; 'Reset'. In line with our vision for our school, every child gets a fresh start each morning and each afternoon. When behaviour reaches a verbal 'Reset', parents will be informed by the class teacher of the disruption caused and that behaviour logged on the school reporting system.
- When a verbal red card 'Reset' is given then that child may be taken to the Deputy or Head teacher. With red cards 'Reset', all of playtime is missed or the equivalent time from lunch and parents are informed.
- With younger children, a 'time out' chair/spot may be used to allow them to have some quiet time and to reflect on their behaviour.
- If a child misbehaves repeatedly, the child may be given time out, e.g. in another classroom until s/he calms down, and is able to work sensibly again with others.
- The safety of all children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may stop the activity and prevent the child from taking part for the rest of that session.
- The child will miss some of lunchtime to catch up on work time lost by inappropriate behaviour. The child must be supervised by the teacher/Deputy or Headteacher.
- The pupil may be asked to report to phase leader, Deputy Head or Headteacher.
- A member of school staff may speak to the child's parents.
- The pupil may be asked to report to Headteacher who will carry out any of the above sanctions.
- The pupil may be subject to an internal exclusion for a fixed period of time.

### **Forgiveness and reconciliation**

After exploring the value of forgiveness with our children, we created a simple framework to support reconciliation. Children are encouraged to put wrongs right in the following way:

I am sorry that I....  
It was wrong of me to ....  
Will you please forgive me?

### **Serious breaches of behaviour**

In serious cases where the behaviour is unacceptable the Headteacher has the power to exclude. (See DFE Guidance on Exclusions). If a child behaves in a violent or abusive way they will be suspended for a minor fixed period (maximum of 3 days). In all cases of suspension the parents\carers of the child will be asked to bring their child to school to discuss re-admittance with the Headteacher at a reintegration meeting. If the child then continues to behave in an unacceptable way they will be excluded for a major fixed period (up to five days or more). If the child's behaviour cannot be improved by the above then the Headteacher has the power to recommend permanent exclusion.

## **SEND**

When supporting the behaviour of pupils with additional needs school will endeavour to engage proactively with parents wherever possible. We recognise our duty under the Equality Act 2010 and will endeavour to make reasonable adjustments in school in order to support pupils with a disability.

Where there are concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHCP or a looked after child, we will work, in partnership with others, (including the local authority as necessary) in order to consider what additional support, alternative placement or managed move may be required. This may involve assessing the suitability of provision for a pupil's SEND. Where a pupil has a statement of SEND or EHCP we may consider requesting an early annual review or interim / emergency review.

### **Individual needs**

Cradley CE Primary recognises the importance of making reasonable adaptations within its behaviour policy to support pupils with Special Educational Needs and Disabilities (SEND), including those with Social, Emotional, and Mental Health (SEMH) needs. While the school maintains high standards of behaviour for all pupils, it acknowledges that some pupils may require tailored approaches to meet these expectations fairly and effectively. Reasonable adjustments may include modifying sanctions, providing additional pastoral support, and implementing personalised behaviour plans that consider the pupil's specific needs and challenges.

The school will not excuse behaviour that poses a risk to the safety or wellbeing of other pupils and adults, but it will seek to understand the underlying causes of misbehaviour, such as trauma, anxiety, or communication difficulties, and respond with empathy and appropriate interventions. This approach ensures that pupils with SEND are supported to achieve positive behaviour outcomes while upholding the school's commitment to fairness, inclusion, and the legal requirements under the Equality Act 2010.

### **Behaviour support plan**

If necessary, a behaviour support plan may be written. This will include details of the expectation of behaviour, the rewards that will be given and the sanctions that will be used. The pupil must report to the Deputy or the Head at the end of the day to have their plan monitored.

The pupil may be put on a personalised plan to encourage and support improvement in their behaviour. As part of this, the child may be given specific target/s to improve learning behaviours and these targets will be monitored throughout the school day, tailored to the needs of each child. The success rate will be determined with consideration of the individual child's needs and in collaboration with parents. They will then be rewarded with an activity of their choice as part of the plan.

### **Use of force**

At Cradley CE Primary, all staff prioritise the use of positive reinforcement to encourage and sustain positive behaviour. A variety of trauma informed de-escalation techniques are employed to manage and defuse situations involving significant disruption or physical aggression. These strategies include, but are not limited to, the use of humour, calm verbal advice and support, clear and firm instructions, offering limited choices, distraction, reassurance, staff rotation, success reminders, and gentle reminders of consequences. See Appendix 1 for examples of de-escalation techniques which may be implemented.

In rare and exceptional circumstances, when these approaches are insufficient to ensure safety or prevent damage, staff may use reasonable force as a last resort. Such interventions are infrequent and only undertaken following a dynamic risk assessment to ensure the safety and dignity of all involved. Parents are informed promptly after any incident involving positive handling. Each event is followed

by a reflective debrief to review and adapt practice, ensuring continuous improvement. Our approach strictly adheres to the Department for Education's guidance on the use of reasonable force (see Appendix X for detailed information on de-escalation strategies and DfE guidance).

### **Involvement of parents and guardians**

Parents and Guardians who accept a place for their child at Cradley CE Primary School undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework.

### **Involvement of pupils**

Our vision and values for our school means that we believe in listening to our pupils and taking their views on board. Respect and trust are two of our core values and we believe that we must show this to our pupils by listening, trusting them to make the right choices and by encouraging constructive suggestions from them.

### **Advice to Pupils**

Pupils are advised to seek help when necessary, when they are experiencing difficulties or when they are aware that other children are experiencing difficulties. It is best that this help is sought at the earliest possible opportunity. Children are encouraged to:

- Talk to class teacher or another trusted adult
- Talk to parents. The parent should then contact the class teacher at the earliest opportunity.

### **Bullying**

The school does not tolerate bullying, including homophobic 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. The school anti – bullying policy is available for parents on our website.

### **Racist remarks**

Any words or actions that cause offence to another person and are considered racist by the offended person will be deemed as a racist remark. In this case;

- The pupil will be reprimanded, the Headteacher is informed and a record of the incident is kept.
- The LA, governors and parents are informed.
- In persistent cases, parents may be asked to discuss the matter with the Headteacher and a referral may be made to the police in line with the school Equality Policy.

### **Educational Approach**

At Cradley CE Primary, where behaviours could be perceived as racist, homophobic or bullying we take a proactive and educational approach to ensure pupils understand the seriousness and potential future implications of such actions. We recognise that racist behaviour, whether intentional or unintentional, can cause significant harm and undermine the values of trust, respect, and belonging that are central to our school community. Rather than solely focusing on sanctions, we aim to educate pupils about the impact of racism, homophobia and bullying on individuals and society, fostering empathy, awareness, and cultural understanding.

This may involve guided discussions, restorative conversations, and curriculum opportunities that explore diversity, inclusion, and the importance of equality. By helping pupils to reflect on their behaviour and its consequences, we empower them to make positive choices and contribute to a respectful and inclusive environment where every child feels safe and valued. This educational focus supports not only immediate behaviour improvement but also the development of socially responsible attitudes that pupils carry forward into their futures.

### **The role of the class teacher**

Teachers have a duty to manage the behaviour of pupil that is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). This power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.

- Staff can sanction pupils at any time that the pupil is in school or offsite e.g, visits and residential visits.
- Staff can also sanction pupils when a pupil's misbehaviour occurs off school premises.
- Staff can confiscate pupils' property.
- Staff can impose an agreed sanction (see this policy).

At Cradley CE, we believe that it is the responsibility of class teachers to ensure that the school vision and values are enforced in their classes and that their classes behave in a responsible manner during lesson time.

- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and enforces the vision and values consistently. The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Phase Leader in the first instance, then the Deputy Head or Headteacher.
- The class teacher is responsible for filling in digital behaviour logs for any serious breaches of the behaviour policy.
- With support from the school SENDCo, there may be liaison with external agencies, as necessary, to support and guide the progress of each child and identify if there may be a Special Education Need which impacts upon the pupil. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of the Headteacher**

The Headteacher is responsible for:

- Ensuring under the School Standards and Framework Act 1998, that the Behaviour Policy and Code and implemented in a fair manner and consistent manner to safeguard the welfare of the community as a whole.
- Reporting regularly to governors when requested, on the effectiveness of the policy.
- Where a child's behaviour is not improving or may be escalating and they are at risk of exclusion, a referral to Dudley Inclusive Pathways may be made with consent of the parent/s with the aim of preventing a Permanent Exclusion occurring.
- Undertaking to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity.
- Supporting the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

- Ensuring that records are kept of all reported serious incidents of misbehaviour.
- Giving suspensions for part of the school day or fixed-term suspensions to individual children for serious acts of misbehaviour.
- In the most serious cases, the Headteacher may decide to permanently exclude a pupil as a last resort in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

### **The role of the 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 adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The Governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance 'The Duty to Promote Race Equality: A Guide For Schools', and that no child is treated unfairly because of race or ethnic background.

### **Advice to Staff**

At Cradley CE Primary School we require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

- We require all staff, volunteers and students to use calm and positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development - for example distraction, praise and reward.
- We familiarise new staff and volunteers with the school's behaviour policy and its rules for behaviour.
- We expect all members of the school - children, parents, staff, volunteers and students - to keep to the rules, requiring these to be applied consistently.
- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour. Consideration of the individual needs of pupils is taken in such circumstances.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the school.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately through restorative approaches.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children. Where a conversation is needed with an individual, it will be done privately and discretely where possible.
- We will only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Where relevant a 'Individual Risk Assessment' will be drawn up in partnership with professionals and parents.

- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. Racial incidents are reported termly to the Governors.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by staff. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.

### **Early Years Foundation Stage**

The Early Years Foundation Stage also follows this policy.

### **Behaviour out of school**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the schools reserve the right to investigate or discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil of Cradley CE
- Pose a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

If the behaviour is criminal or causes threat to a member of the public, school will endeavour to investigate the incident if possible and the police may be informed.

We hope that our children are able to take our school values out into the community and in doing so act as positive ambassadors for Cradley CE. We expect that our children demonstrate our values at all times.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour. Sanctions and disciplinary action for off-site behaviour may be given for poor behaviour off the school premises (on trips and visits) which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Restorative approaches and positive reminders will be used first but in the continuation of poor behaviour, sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of Cradley CE
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff)
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

### **Confiscation of Inappropriate Items**

The general power to discipline, enables a member of staff to confiscate and retain pupils' property as long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully. Once an item is confiscated, the member of staff will make an effort to keep the property safe. The confiscated item will then be returned to the child's parent, at which time, the member of staff will explain to the parent why the property was confiscated.

Staff also have the power to search without consent for prohibited items, including:

- Knives, weapons
- Stolen items
- Cigarettes, lighters, matches (incl lighter fuel and propellants)
- Drugs, alcohol
- Fireworks
- Pornographic material
- Any article that could be used to commit an offence, damage property or cause injury to self or another person
- Any item banned by the school rules (e.g. mobile phones)

Any search will be carried out by in pairs, with a member of the Senior leadership Team present. The search will be recorded and reported to governors. Where appropriate, items may be handed to the police. The Headteacher will decide whether it is appropriate to involve other outside agencies e.g. Social Care Team.

### **Dealing with inappropriate behaviour of parents, visitors and other adults in school:**

Legal Duty (DMBC Law and Governance Department):

The school has a duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents.

Schools sit on land that belongs to the Diocese so only persons with the 'right' to be there, are allowed on the school premises. That 'right' is determined by the Headteacher and Governing Body. This can be extended to pupils, parents, staff, contractors and other workers and visitors, however, all persons on site are expected to behave appropriately and, if they do not, the school must take action that it considers necessary to prevent a repeat of that behaviour.

### **Complaints**

Should there be any complaints about the operation of our behaviour policy, copies of the School's Complaints Policy can be found on our website.

### **Monitoring and review**

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports 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 child who is suspended for a fixed-term, or who is permanently excluded. The governing body reviews this policy every two years. The governors may, however, 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.

### **Other relevant policies**

Anti-bullying Policy

Attendance Policy

Exclusions Policy

Special Educational Needs and Disabilities Policy (SEND)  
Equal Opportunities Policy  
Attendance Policy  
Suspensions and Exclusions Policy  
Safeguarding and Child Protection Policy

**Compilation, approval and review**

Shared and agreed by staff	November 2000
Shared and approved by Governors	November 2000
Reviewed with staff	September 200
Updated and shared with staff and governors	March 2010
Updated and shared with staff and governors	March 2011
Updated and shared with staff and governors	January 2014
Updated and shared with staff and governors	January 2016
Updated to include guidance found in 'Valuing all God's children and shared with staff and governors.	June 2016
Updated and shared with staff and governors	September 2020
Updated by ZP	Autumn 2022
Updated by MH	Spring 2024
Updated by CW	October 2025
Shared with and approved by Governors	November 2025

## Appendix 1

### De-escalation Strategies and DFE guidance

#### De-escalation strategies

- Positive stance and open posture
- Change of environment
- Grab bag (nurturing resources within)
- Language strategies- verbal, paraverbal & non-verbal
- Advanced empathy
- Reduce the pressure- I do, we do, you do
- Work station/safe space
- Reference to class rules
- Modelling
- Calm environment
- C.A.L.M—communicate, awareness, assessment, listen and look, make safe
- Distraction
- Reassurance
- Lowering voice/ broken record—'I am here to help.'
- Allowing space
- Humour
- Little challenge/ competition - 'I bet you can't...'
- Planned ignoring
- Time out
- Reminder of what success looks like
- Verbal advice and support
- Showing pictures/ not too many words
- Change of adult/change of face
- Over and above recognition for doing the right thing / noticing a change in behaviour
- Emotion coaching—connect/ empathy
- Remove the class if children are in a potentially dangerous situation

#### **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 also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

• Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

• In a school, force is used for two main purposes – to control pupils or to restrain them.

• The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

## Appendix 2

### Restorative Practice Sentence Stems

1. **To help the pupil reflect on their behaviour:**
  - "Can you tell me what happened from your point of view?"
  - "What were you thinking or feeling at the time?"
  - "What do you think about what happened now?"
  
2. **To encourage understanding of impact:**
  - "How do you think your actions affected others?"
  - "Who else do you think was affected by what happened?"
  - "How do you think they might have felt?"
  
3. **To support taking responsibility:**
  - "What part did you play in what happened?"
  - "What could you have done differently?"
  - "How can you make things right?"
  
4. **To promote problem-solving and future change:**
  - "What do you think needs to happen next?"
  - "How can we help you to avoid this happening again?"
  - "What support do you need to make better choices?"
  
5. **To encourage empathy and rebuilding relationships:**
  - "Is there anything you would like to say to the person affected?"
  - "How can you show that you are sorry?"
  - "What can we do to help everyone feel safe and respected again?"

Using these stems consistently helps pupils engage meaningfully in restorative conversations, supports their social and emotional development, and reinforces the school's values of trust, respect, and forgiveness.