

'For With God Nothing is Impossible' Luke 1:37

Church Lench CE First School Behaviour Policy 2025

At the heart of the school is our belief that 'with God nothing is impossible.' This allows our children and staff to have high hopes and aspirations and develop resilience and perseverance in all aspects of life in a happy, safe and inclusive environment.

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Church Lench CE First School

Behaviour Policy 2025

Responsibility, Compassion, Hope, Perseverance, Thankfulness

1 Aims and Expectations in line with our Christian vision

- To establish and maintain a positive approach to behaviour management that is consistent throughout the school.
- To ensure that behaviour within the classroom facilitates the delivery of the school's curricular aims and the development of positive attitudes.
- To help children develop a sense of responsibility for their own behaviour and self-efficacy.
- To ensure that every member of the school behaves with consideration and concern for others in accordance with our Christian vision and values; Hope, Perseverance, Responsibility, Thankfulness and Compassion.
- To ensure that parents are supportive and inclusive of the school's policy and that they are directly involved in its implementation wherever this is appropriate and necessary.

1.1 Objectives

The children at Church Lench will:

- Appreciate that we are all unique and made in God's image, and we respect individual opinions, ideas and beliefs.
- Understand the importance of 'Loving one another' and treating others in the way one would like to be treated themselves
- Understand and follow the school rules both in school and in the playground.
- Understand (at a level appropriate to their age) that they are responsible for the way they behave and act.
- Have regular discussions with their class and teacher about the behaviour and positive relationships that are required to meet the school expectations and rules.
- Learn how the act of forgiveness is crucial to building future positive relationships and an important value in the Christian faith.
- Understand our reward systems and feel proud and happy to achieve dojos, stickers, certificates, class points etc but understand the consequences for unacceptable behaviour if it occurs.

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1.2 An important factor in the management of behaviour in school is a collective responsibility by all pupils managed effectively by staff.

1.3 We aim to make our school a happy, friendly place - where all our children of God are valued and nurtured. In order to function as a supportive and orderly community, we encourage children to consider the health, safety and the feelings of others. We emphasise the positive aspects of behaviour management and promote the school rules.

1.4 We base our approach to behaviour management upon our core Christian values as set out in our school rules below:

Our School Rules

- Take responsibility for your actions.
- Respect yourself, others and school property
- Show compassion, forgiveness and love towards others
- Have high hopes and persevere with all you do
- Follow our good listening rules
- Always tell the truth
- Appreciate and be thankful for our friends, teachers and school environment

1.5 Rewards

- I will receive verbal praise and approval, which are valued rewards I should be proud of.
- If I produce particularly good work and/ or behaviour I may be rewarded verbally by my teacher and given dojos and/or stickers.
- My work may be shown to the head teacher or other staff member and stickers and/ or wristbands awarded.
- Each class has the school dojo system. I can earn these dojos by displaying our Christian values, producing quality work or working hard. I can collect certificates for 25, 50, 75, 100, 150 and 200 dojos during the year.
- If we work as part of a team, we can gain a class dojo
- I may be rewarded in celebration assembly on Friday with a HT award, star of the week or kindness bear

1.6 Sanctions

- If I do not listen, I will be asked to either to move to a place nearer the teacher, or to sit on my own.
- If we do not work together as a team and follow our rules, we could lose a class dojo.
- If I choose not to work and/or try my best, I may be asked to redo a task in my own time including taking the work home.
- If I am causing disruption to the class, my teacher will reinforce the rules clearly to me and explain what will happen next if my behaviour continues. Dojo points may be taken away.
- If I continue to disrupt a lesson or misbehave repeatedly, a quiet place will be found for me away from the rest of the class until I calm down and am in a position to work sensibly again with others. Some of my Dojo points will be removed and some minutes break time

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could be missed as a consequence.

- If my behaviour endangers the safety of others, the lesson will be stopped and I will be prevented from taking part for the rest of that session. Dojo points will be removed and break time could be missed as a consequence.
- If I threaten, hurt or bully another pupil my class teacher or head teacher will remove me from the class and record the incident. I will work in a different space and my parents will be informed at the end of the day. Dojo points will be removed, and break time will be revoked as a consequence.
- If I repeatedly behave in a way that disrupts or upsets others, the school will contact my parents/carers during the school day and seek an appointment to discuss the situation, with a view to improving my behaviour and attitude.
- If I threaten or harm a member of staff, positive intervention may need to be enforced for the safety of myself and my teacher. I understand that this is unacceptable behaviour and a serious consequence will be given as a result. The head teacher will contact my parents immediately and may temporarily or permanently suspend me from the school grounds.
- I will always be expected to apologise for my behaviour.

The class teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher will discuss these with the whole class during PHSE sessions or when appropriate. Children have the opportunities to talk about how they feel but also to be reminded of how we show compassion and love to one another and treat others with respect. Forgiveness is also discussed and reinforced through the teachings of Jesus Christ.

We make every effort to ensure that sanctions are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive.

Important features of sanctions include:

- A focus upon the misbehaviour rather than the child. E.g. "that was an unkind thing to do" rather than "you are very unkind"
- A message about what the child should do in future immediately after the misbehaviour and applying this to how we are all human and make errors and mistakes, but it is how and what we learn from these to make us 'better' citizens just like Jesus taught us to do.
- Looking for the possibility of praise after the punishment, to encourage more positive behaviour e.g. 'Thank you for being honest' or 'I hope we can trust you now'.
- To learn the importance of acknowledging the unacceptable behaviour and that the

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behaviour can also be forgiven; a Christian act of love and compassion.

- Sanctions appropriate to the misbehaviour

Sanctions used by teachers and staff may also include:

- Sitting on the bench for a few minutes or part of playtime;
- Missing a playtime to complete work or because of problems on the playground.
- Losing 1 or more dojo points
- Sitting away from the rest of the class for a short period or working in another classroom for a session
- Referral to another member or a senior teacher/ head teacher
- Telephoning parents to discuss unacceptable behaviour.
- Suspension for a fixed term may be used as a serious consequence by the head teacher

Sanctions used by teachers and staff may not include sarcasm, humiliation, or being forced physically to comply with requests.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. We have a Positive Intervention Policy which we follow as a very last resort if a child poses a risk to themselves or others safety.

2. Individual Behaviour Plans / Special Arrangements

In cases where individual children experience difficulty in behaving due to a special educational need, their individual education plan may need to include support to assist them in understanding rules and expectations. The class teacher and SENDco will work with the child and parents to support the child as much as possible in school.

Children with Special Educational Needs may be more at risk of being bullied or seen as being a bully themselves. This can largely be due to a variety of reasons including speech and language delay, social communication difficulties and poor spatial awareness. We ensure that all our 'Children of God' are treated fairly and without prejudice, and as professionals, understand we may need to spend time explaining acceptable behaviour and conduct in our school and community.

Vulnerable pupils who show signs of challenging behaviour in school may need more time and support by staff to understand the consequences of unacceptable behaviour. Some pupils may show signs of distress, anger and/ or anxiety linked to abuse. (Our safeguarding policy outlines our procedures if abuse is suspected). We ensure that

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vulnerable children understand that they are valued and not to be blamed for any abuse that has occurred. (See Safeguarding Policy) The Head Teacher (DSL) and SENDco (DDSL) will decide on the appropriate action for a child requiring support.

3 The role of the class teacher

- 3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, during collective worship and moving around school. Teachers are responsible for and expect their classes to behave in a responsible manner during lesson time.
- 3.2 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.
- 3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 teachers can sanction pupils whose conduct falls below the standard which could be reasonably expected of them
- 3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with WCF, PRU or Early Help.
- 3.6 The class teacher reports to all parents about the progress of each child in their class in line with the whole-school policy (e.g parent meetings). Behaviour and attitude to learning will also be discussed during these times. The class teacher may also contact a parent when required if there are concerns about the behaviour or welfare of a child.

4 The role of the head teacher

- 4.1 It is the responsibility of the head teacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3 The head teacher keeps records of all reported serious incidents of misbehaviour.
- 4.4 The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

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5 The role of parents

- 5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules at the start of each term, and we expect parents to reinforce and explain these to their child.
- 5.3 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. We reiterate our aims and objectives as a Church of England school.
- 5.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher. We aim to resolve the issue immediately and initiate an action plan. If the concern is ongoing then a governor may be invited to a meeting with the parents and head teacher, to listen and offer support. If these discussions cannot be resolved, a formal grievance can be actioned in line with the school complaints procedure.

6 The role of governors

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

7 Fixed-term and permanent exclusions

- 7.1 We do not wish to suspend or permanently exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School.
- 7.2 Only the head teacher (or the acting head teacher) has the power to suspend a child from school. The head teacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.
- 7.3 If the head teacher suspends a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that

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they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

- 7.4 The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.
- 7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.
- 7.6 The governing body has a hearing committee which is made up of between three and five members. This committee considers any suspension/ exclusion appeals on behalf of the governors.
- 7.7 When an appeals panel meets to consider a suspension/ exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 7.8 If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

8.0 Child on Child Abuse (Safeguarding Policy)

All our staff are aware that children can abuse other children. It can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

All our staff understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child on child abuse, they should speak to their designated safeguarding lead (or deputy).

All our staff understand the importance of challenging inappropriate behaviors between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boy being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence);

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- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All our staff are clear as to the school's policy and procedures with regards to child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All our staff will be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with; individuals associated with criminal networks or gangs and may be at risk of criminal exploitation

All our staff are aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance](#).

Child on child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Our school will respond to reports of child on child sexual violence and sexual harassment.

For detailed information on what sexual violence and sexual harassment constitutes, important context to be aware of, related legal responsibilities for schools and colleges, advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment and more detailed advice on responding to reports see:

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Sexual Violence and Sexual Harassment Between Children in Schools and Colleges.

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. Church Lench CE First School recognises that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. All child on child abuse is unacceptable and will be taken seriously. The different forms child on child abuse can take are;

- sexual violence and sexual harassment (See separate guidance)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery)
- bullying (including cyber bullying)
- gender-based violence/sexual assaults and sexting.
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf
- initiation/hazing type violence and rituals.

Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour.

Staff must never tolerate or dismiss concerns relating to child on child abuse.

8 Drug- and alcohol-related incidents (see also searching, screening and confiscation policy)

- 8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. It must be recorded on a parent agreement form signed by the parent and recorded in the medical book when administered. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker who is first aid trained.
- 8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term suspension. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed. See searching, screening and confiscation policy.
- 8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be

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punished by a temporary suspension. The child will not be re admitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.

- 8.5 If the offence is repeated, the child will be permanently excluded.
- 8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Banned items from School

Please see separate searching and confiscation policy

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. See our anti bullying policy.

9 Monitoring and review

- 9.1 The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents in which a child is sent to him/her on account of unacceptable behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors inform the head teacher of the details of any incident to be recorded in the incidents book that is kept in the head teacher's office.

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- 9.3 The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 9.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. 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.
- 9.5 The governing body reviews this policy every year in line with the safeguarding and anti-bullying policy. 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.

Date: September 2025

Review Date: September 2026

Signed: *S Price*