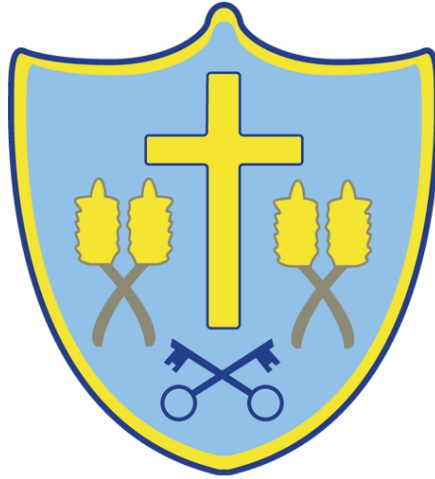


**Northern Lights Learning Trust  
St. Peter's Elwick Church of England Primary School**



# **Behaviour Policy**

*'To give all the opportunity to be who God created them  
to be and have fullness of life.'*

**Prepared by:** Head of School

**Approved:** NLLT Board and Local Governing Body

**Signature Chair Local Governing Body:** C. Reid

**Date of Renewal:** Autumn 2024

## **Pastoral Care/Spiritual Development**

The quality of relationships between all members of school, staff and pupils, and the relationship with parents and carers is the area that is most commonly associated with the ethos of a church school. It is expressed in the terms of sharing and caring.

Jesus was clear in his instructions to the disciples on this matter.

‘Love your neighbour as yourself’ – Matthew 22:39.      ‘This is my commandment:  
love each other’ - John 15:17.

Everyone associated with the school is made in the image of God and is to be loved. This is the commandment from which Northern Lights Learning Trust derives its policy for pastoral care.

This policy is underpinned by the Church Of England’s ‘Valuing all God’s Children’  
(Summer 2019)

We have a series of overlapping networks of relationships, which includes governors, staff, children, parents, church members, and members of the community which the school seeks to serve. Our pastoral work will strive to meet the significant challenge to create and maintain such networks in ways which reflect the Gospel. Those who are school staff and in particular those in leadership roles, which include all who have a particular responsibility, ensure that by their personal example they set the highest standards expected.

It is from this premise that Christian love will pervade all aspects of life at Northern Lights Learning Trust. It will influence how we reward and teach discipline. It will affect how we value work and the achievements of pupils and staff. It will be seen in the way in which the school environment is created and cared for, in the way in which the needs of pupils, parents, and community are met, and in the way in which teaching and non-teaching staff work together effectively as a team. Pastoral care pervades all aspects of school life and therefore will be reflected in the way the school is organised and the way policies are written and implemented.

### **Our Shared Values**

We respect and care for all members of the community, nurturing talents and creating opportunities for all in a supportive environment. We believe that it is through the nurturing of the children, they will become equipped to develop the beginnings of their own values and our vision:

*‘to give all children the opportunity to be who God wanted them to be and have  
fullness of life’*

We share a common set of values that underpin all that we do in our work at St. Peter’s Primary School. These values are:

- Friendship and Trust
- Compassion
- Service
- Thankfulness

**People involved in policy formation:**

- Headteacher
- NLLT Board
- Staff
- Pupils
- Local Governing Body

**This policy should be read in conjunction with the following policies:**

- Home School Agreement
- Child Protection Policy
- Child on Child Abuse Policy
- Acceptable Use Policy
- SEND Policy
- Equality Objectives Statement
- Accessibility Plan

**Statement of intent:**

Every member of our community has the right to be respected and the right to be an individual. We believe that children learn best when they are clear about the expectations of how they should behave and why. We believe that all our children should be free to play and learn without fear of being upset, being hurt or restricted unreasonably by anyone else. Every child has a right to learn and no child has the right to disrupt the learning of others. We believe that our pupils should be taught to articulate their feelings and actions.

**Aim:**

St. Peter's Elwick CofE Primary School, we aim to provide an environment in which there are high expectations of behaviour, where children explore, learn independently from their mistakes and where children learn to care for and to respect themselves, each other and the environment.

- To provide a secure, safe environment for pupils and staff
- To provide clearly defined procedures for dealing with inappropriate behaviour
- To encourage a listening, caring environment where the concerns of each individual are valued
- To establish a positive ethos in school where pupils can speak openly to pupils and staff
- To develop a culture where bullying will not be tolerated
- To promote firm action against all forms of bullying
- To provide pupils with the necessary life skills to deal with various forms of bullying
- To provide support for the bully so that he/she can modify their behaviour
- To provide immediate short-term and long-term support for the victim
- To discourage bystanders and encourage all children and staff to report and take positive action to ensure that the behaviour ceases immediately

**Principles:**

Effective learning is dependent on trusting relationships and a process of co-operative team work.

Our school values and learning powers are central to all conversations regarding behaviour

The school has chosen to follow the principles of Restorative Practice in order to develop greater “pupil voice” and a greater self-responsibility for managing behaviour. We believe this will give our children the language and self-confidence to challenge whatever behaviour is deemed unacceptable.

### **Principles of Procedures:**

All members of the school staff work towards the school’s aims by:

- Requiring all staff to have equal responsibility to tackle any concerns or issues relating to behaviour.
- Fostering and promoting good relationships and a sense of belonging to the school community
- Taking quick, firm action to prevent one child inhibiting another’s progress
- Providing a well organised environment in which all are fully aware of behavioural expectations
- Offering equal opportunities in all aspects of school life and recognising the importance of individuals and respecting their rights, values and beliefs
- Encouraging, praising and positively reinforcing good relationships, behaviour patterns and attitude towards work
- Enabling children to take increasing responsibility for their own learning and conduct
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- Rejecting all conduct involving bullying or harassment
- Caring for, and taking a pride in, the physical environment of the school
- Requiring all staff to have equal responsibility for modelling outstanding personal behaviour at all times - punctual, well prepared and organised
- Teaching children to be tolerant through everyday curriculum
- Taking immediate steps to eradicate any intolerance towards racist, religious or homophobic prejudice
- Avoiding creating situations in which children receive adult attention only in return for undesirable behaviour.

### **Senior Leadership team will work towards the school’s aims by:**

- Taking a lead in the establishment of a positive school ethos
- Taking responsibility for ensuring staff are aware of and acknowledge the importance of the link between well matched work, a well organised classroom, a variety of teaching styles, an attractive working environment and appropriate behaviour
- Supporting staff and children in developing and maintaining outstanding behaviour
- Monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- Reporting incidents of serious misconduct
- Taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified

- Head of School will familiarise all new staff and volunteers with the school's behaviour policy and systems for behaviour.

### **Pupils work towards the school's aims by:**

- Attending school regularly in good health maintained by adequate diet, exercise and sleep
- Being punctual and ready to begin lessons on time
- Being organised - bringing necessary kit, taking letters home promptly, returning books efficiently, completing homework in a timely fashion
- Developing a positive attitude to the class rules
- Conducting themselves in an orderly manner
- Taking on increasing responsibility for their environment and for their learning and behaviour
- Taking responsibility for their own actions and developing a language with which they can articulate their feelings and that of others in order to resolve conflict by negotiation and forgiveness
- Taking greater responsibility for challenging behaviour which they see and which is unacceptable.
- Actively displaying high standards of behaviour on the internet
- Actively displaying considerate behaviour towards all individuals despite race, religion or sexual orientation.

### **School will support parents/carers to work towards the school's aims by:**

- Ensuring that children attend school in good health, punctually and regularly (this involves encouraging parents/carers to take holidays out of term time).
- Providing support for the "discipline" and "consequences" within the school
- Offering encouragement and praise to their children
- Ensuring early contact with school to discuss matters which affects their child's happiness, progress and behaviour
- Allowing children to take increasing personal and social responsibility as they progress throughout the school.
- Challenging children's negative perceptions about individuals, particularly those marginalised
- Developing their child so that they are intolerant to religious, racist and homophobic bullying
- Protecting children from risky behaviour linked to the internet, through social media websites or games such as the Xbox, by challenging their own children and the behaviour of others
- Modelling exceptional personal behaviour on social media sites, causing no offence or harm to others within Northern Lights Learning Trust and beyond.
- Speaking to the school directly regarding any concerns rather than via social media

### **Management of Behaviour**

At St Peter's Elwick Primary School, we expect and assure extremely high standards of behaviour and attitudes to learning. Praise and rewards are given for this.

We aim to guide and support our pupils to recognise their behaviour choices by overtly acknowledging and rewarding positive behavior and enabling pupils to take responsibility for their actions.

### **Team Behaviour Points**

The system begins in the first term of Early Years with the children's book '*Have You Filled A Bucket Today?*' by Carol McCloud <https://www.youtube.com/watchv=3EuemNAo6XE> The premise of the story is that doing something kind and positive, fills yours and others' buckets and this leads to happiness. To reward positive behavior, children use physical items (e.g. conkers, pom poms) to fill the buckets in their classroom.

As pupils move into KS1, each class is divided into 4 teams who are seated in a defined area depending on the arrangement of the classroom. The 4 teams are named after 4 diverse, inspirational figures from the '*People Who Inspire Us*' Matrix: Rosa Parks (Red), Gladys West (Green), Tim Berners-Lee (Blue) and St Peter (Yellow). The inspirational figures will be reviewed regularly.

The system moves into KS1 and KS2 and points are awarded for positive behaviour for learning.

Examples of positive behaviour for learning are:

- A promptness, motivation and willingness to learn
- Cooperation within one another
- Concentration in lessons
- Independence in learning
- Engagement with a subject
- Level of work produced
- Valuing learning and resources
- Respectful of one another and the environment,
- Eagerness to progress

In order that pupils and staff have a clear understanding of how points can be obtained, each class will have focused area which the teaching staff feel needs developing or reinforcing e.g. promptness to learn, cooperating with one another. This will be clearly displayed in the classroom so that visitors to the classroom can support and identify this (Appendix 1). This can change weekly or based on teacher assessment of the current needs of the class. School is very clear that it is the behavior which is rewarded. Pupils who demonstrate this behavior are rewarded a Team Point. In EYFS, children physically put an object (pebble, pompom, conkers) in the bucket. In KS1 and KS2 this is an A3 'bucket' with a 50 squares where points can be awarded (Appendix 2) This a team approach so that the collective can support and encourage one another. The team points are collated by the Junior Leadership Team each week and shared in Celebration each week and a reward is chosen by the teacher. This will vary depending on the cohort e.g. lining up first for dinners, special activity during playtime, etc.

Good behaviour is consistently praised and rewarded in various ways:

- Daily '*Best Seat in The House*' rewards positive behaviours and attitudes of an identified pupil and changes daily. Children will be given a clear reason as to why they have been selected to enforce positive behaviours.
- '*Best, Best Seat of the week*' is celebrated in whole school celebration, providing an example for other pupils to follow.
- All teachers nominate pupils for our weekly Celebration awards; Star of the Week, Golden Quill, Maths Award and St Peter's Key. Children are praised in front of the school and given a special certificate to take home to share with their family and on the newsletter.
- Each week, the Junior Leadership Team identify a 'Courageous Advocate' to receive an award in whole school celebration in recognition of their attitude and positive deeds.
- During PSHE, Philosophy 4 Children sessions in circle time, along with other times in the school curriculum, pupils are encouraged to monitor, review the behaviour of themselves and to offer analysis and support to their peers. This system of self-evaluation and review encourages responsibility.
- Lunchtime adults liaise with class teachers at the beginning and end of each lunchtime session. Positive reinforcements of good behaviour are a very important mechanism in establishing a happy lunchtime. Lunchtime adults reward positive behaviour. These visible signs of approval by lunchtime staff promote good behaviour patterns.
- 'Headteacher Awards' are awarded to pupils who have demonstrated excellent values, effort or academic progress.

As a school, we feel that the best behaviour is achieved when parents/carers work closely together with the school.

### **Unacceptable Behaviour – Classroom**

The premise of the '*Have You Filled A Bucket Today?*' story is that by doing something kind and positive, fills yours and others' buckets and leads to happiness. Within this story, there is the mention of 'bucket dippers' but this is not part of the behaviour system and points **WILL NOT** be removed once awarded.

Examples of this are;

- A lack of motivation to begin work and intentional delay to the work
- Lack of concentration in lessons
- Distracting others
- Not displaying learning powers
- Lack of pace and production
- Valuing learning and resources

The class teacher will usually be the first person to deal with minor issues where a pupil makes an inappropriate behaviour choice. It will normally be sufficient to:

- Express displeasure and discuss the incident with the child to explore 'better' choices and reflect on the impact of their behaviour on themselves and others;
- If behaviour is disrupting learning, then a '**first verbal warning**' is given and this must be made for explicit to the child with the reason why and how it can be rectified e.g. '*Child A, that is your first warning. The warning is for..... and you can make the right behaviour choice by ..... If you do not , you will receive a second warning.....and the consequence is .....*'

- If the behaviour persists then a second warning is given on the Classroom Behaviour Sheet. If the wrong choice is made again then a pupil will be moved in the classroom to sit away from their peers to continue working until the end of the session.
- If the pupil still continues to make the wrong choices then a 'time out' in a partner classroom is given until the end of the session, in which pupils complete appropriate work. SLT must be made aware of this. Parents/carers will be informed if a pupil is given a 'time out' of their classroom. This may be communicated verbally or by written communication.
- If the behaviour is deemed sufficiently serious then the pupil will be spoken to by the Head of School or senior member of staff in school.
- Any second warnings or 'time outs' are recorded in the class behaviour sheets which are monitored regularly by SLT. However, the class teacher may speak to a member of SLT at anytime regarding behaviour .
- Where possible, all warnings/time outs are 'left behind' in the previous session and each new lesson begins with a fresh start.
- Consequences and opportunities for reparation will be implemented within an appropriate time scale that meets the needs of the child.
- If any behaviour is deemed serious enough, e.g. fighting or swearing then steps on this behaviour path may be missed out and the pupil immediately removed from the classroom or spoken to by SLT
- An IEP (Individual Education Plan) will be used to support pupils' behaviour where it is deemed necessary or appropriate and for some pupils a specific behaviour plan is needed (Appendix 3)

If learning is continually and persistently disrupted over a significant period of time, then a pupil may be temporarily removed from their own classroom and work in isolation in another classroom or in another area of school, supervised by a member of staff. This must be logged on CPOMS under Behaviour. Parents/carers would be informed if this was deemed a necessary measure.

The class teacher is the first point of contact for all parents/carers to discuss any issues related to behaviour. The Head of School/ Assistant Headteacher will arrange to speak to parents/carers if there is an issue of a more serious nature that the school or parent/carer feel needs more in-depth discussion. This conversation must be logged on CPOMS under 'contact with parent' and 'behaviour'. All SLT must be tagged into the CPOMS. The Headteacher will be notified of any persistent, serious misbehaviour and will deal with any serious incidents.

### **Unacceptable behaviour – break and lunchtime**

Lunchtime adults complete the Class Behaviour Sheet as well as reporting verbally to the class teacher any unacceptable behaviour at the end of the lunchtime/break period. For any serious incident, such as fighting or the use of bad language etc. a teacher will be notified immediately. Teachers work closely in conjunction with the lunchtime team to ensure behaviour in our schools is outstanding.

Any consequences for misbehaviour at lunch time or breaktime are carried out at a lunch or play time. Pupils are given time to reflect on their actions, through supervised time away from the situation. Pupils are also encouraged to make amends through restorative justice approach of seeking to put things right. The affected pupils are encouraged to forgive and show compassion, in line with our school values and move forward with no feelings carried over.



Parents/carers will be notified when there have been incidents of extreme behaviour, usually involving aggression, violence or total lack of cooperation. Contact with parents/carers is recorded on CPOMS. A violent act will be seen as any improper use of physical force that threatens the safety and well-being of others. Staff will work together with parents/carers to seek ways of supporting these pupils, which may include the involvement of outside agencies and the implementation of an IEP (Individual Education Plan) for behaviour.

A number of staff are trained in Team Teach physical intervention. This reasonable and proportionate is only used where absolutely necessary to ensure the safety of pupils, including the pupil displaying the behaviour, the welfare of staff, and preventing damage to property. The Headteacher is informed and records completed by the members of staff involved. Parents/carers are informed by a member of staff involved, with written notification as well as verbal contact where possible.

In the event of continuing unacceptable behaviour that impacts on the education and/or safety and well-being of all pupils, it may be necessary to consider exclusion and reference to the Pupil Disciplinary Committee of the Governing Body.

### **How provision for pupils with Special Educational Needs or 'suffering from negative childhood experiences' will be addressed:**

Careful consideration will always be given to each individual in addressing concerns about their behaviour. School will provide guidance for all staff on strategies to address any behaviours arising from specific educational needs, however the principle remains that all pupils must remain safe and learning be uninterrupted.

### **Dealing with incidents of a racial nature:**

All incidents of a racist nature are to be reported to the Head of School immediately who will advise of next steps. In the absence of the Head of School, they must be reported to the Assistant Headteacher or Executive Headteacher.

All such incidents are investigated and appropriate action taken. All incidents of a racist nature will be recorded on the relevant forms and returns made to Children's Services. Parents/carers of the pupils involved will be informed and Governors will also be informed of any such incidents via the Head of School's Report.

### **Dealing with incidents of a homophobic nature**

All incidents of a homophobic nature are to be reported to the Head of School immediately who will advise of next steps. In the absence of the Head of School, they must be reported to the Assistant Headteacher or Executive Headteacher. All such incidents are investigated and appropriate action taken. All incidents of a racist nature will be recorded on the relevant forms and returns made to Children's Services. Parents/carers of the pupils involved will be informed and Governors will also be informed of any such incidents via the Head of School's Report.

### **Dealing with incidents of sexual harassment and violence**

We have an 'it could happen here' approach to sexual violence and harassment and incidents of this nature are to be reported to the Head of School immediately. In the absence of the Head of School, they must be reported to the Assistant Headteacher or Executive Headteacher who will advise of next steps. All such incidents are investigated and appropriate action taken. All incidents of this nature are to be reported

on CPOMS under the Sexual Harassment Category. Governors will also be informed of any such incidents via the Headteacher's Report.

### **Dealing with incidents of bullying:**

#### **Northern Lights Learning Trust has zero tolerance with incidents regarded to be bullying.**

The school takes a very serious view of bullying. Bullying is defined as 'a person who habitually seeks to harm or intimidate those who they perceive as vulnerable'. (Taken from the Oxford, Cambridge and Collins Dictionary, updated 2018)

This statement is shared with the pupils:

*"A pupil is being bullied, or picked on, when another pupil or group of pupils say nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no-one ever talks to them and things like that. When bullying is identified these things may happen frequently and it may be difficult for the pupil being bullied to defend himself or herself. It is also bullying when a pupil is teased repeatedly in a nasty way. However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying." (Sheffield Project)*

#### **The main types of bullying are:**

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Social (spreading rumours, excluding someone from social groups)
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM).

We use the acronym 'STOP': Several Times On Purpose. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time and it is important for school, pupils and parents/carers to use the term appropriately to describe this behaviour that occurs 'several times on purpose' (STOP). (Appendix 4)

Sometimes bullying may occur when there is discrimination. This will not be tolerated by anyone within the school and anyone who is connected to it.

### **Preventative Steps To Minimise Bullying**

School has a Restorative Practice approach to all incidents when managing behaviour. This is to further support the identification of bullying and encourage pupils to take greater responsibility for their actions by understanding the impact of their behaviour on other pupils. This will increase pupil voice.

#### **We aim to prevent bullying behaviour by:**

- Promoting an ethos where the act of bullying is seen as totally unacceptable behaviour;
- Imparting respect for one another in all our relationships and understanding how the other party feels;
- Setting out our expectations about the way pupils should behave towards each other;

- Making children fully aware of the range of sanctions that we are prepared to bring against pupils who deliberately refuse to keep to the agreed code of behaviour;

#### **Raising awareness of bullying through:**

- Discussions and stories in worship
- Implementation of the curriculum, (eg PSHE,RHE, RE, E Safety, Class Novels)
- Drama to help children understand the effects of bullying
- Recognising the nature of bullying: the intentional repetition of incidents to cause distress
- Managing carefully those occasions and places where bullying is more likely to happen
- Class rules devised annually in September giving clear codes of behaviour for all children – regularly addressed throughout the year
- Development of outdoor provision to ensure children are active
- Encouraging a positive relationship between school and home so that parents/carers are encouraged to discuss and share problems;
- Tackling speedily and sensitively with victim and perpetrator any incidents that might escalate into bullying.
- Assembly themes, values, learning powers, Courageous Advocacy Progression Strand and Right Respecting Schools
- External agency visits (Harbour, NSPCC, Show Racism the Red Card, Anne Frank Ambassadors)
- Clear representation around school of Rights, Rules, Rewards, Consequences, - negotiated by children and staff

#### **Ensure staff are informed through:**

- Providing Professional Development for all staff e.g. Restorative Justice,
- Ensure communication channels are open re. pupils, all staff
- Ensure all staff are aware of any particular 'situation' to be monitored
- Review &/or revise break/lunch time arrangements re. supervision as necessary

#### **Ensure communication with families through:**

- School provides opportunities for parents/carers to speak to staff regarding bullying concerns e.g. a school staff member and 'meets and greets' pupils and parents each morning on the school yard; parents/carers can make an appointment to speak to class teacher; parents/carers are invited to comment on bullying in the school annually through a parent questionnaire.
- Any parent commenting on bullying through the questionnaire will be contacted by the Head of School for further discussion if the questionnaire is not anonymous
- Annual Home School Agreement – signed contract between pupils, parents/carers and school clearly identifying expected conduct opportunities for parents/carers to attend workshops sessions on cyber bullying

#### **When dealing with incidents of bullying :**

- The member of staff who is first approached &/or observe an incident must deal with situation immediately & seeks advice from other staff (class teacher, Assistant Headteacher, Head of School) if required
- Health and Safety of pupils and staff is immediate priority when first dealing with incidents
- Incidents are to be treated fairly with an open mind during initial discussion

- All incidents to be reported - as above, at end of break/lunch time &/or close of day recorded on class behaviour sheets /CPOMS and Designated Safeguarding Lead, Assistant Headteacher and Head of School informed

The following information must be recorded:

- child/children bullied
- child/children who are bullying
- nature of incident ie. verbal, physical
- brief outline of incident
- action taken
- if parents/carers informed\*

N.B. *Individual records should be based upon fact and not speculation.  
Please make sure details are placed on both children's files.*

\* The decision to inform parents/carers should be taken after discussion with Head of School and/or Assistant Headteacher, as appropriate.

### **Consequences for bullying:**

Should an incident of bullying occur then one or more of the following steps will be put in action:

- Discussion with victim and perpetrator separately to establish the details of the incidents;
- Discussion with any other pupils or school staff as necessary to establish events;
- Inform parents/carers as necessary
- Offer counselling or follow up work for both victim and perpetrator;
- When dealing with an incident the consequence for the perpetrator should be clear alongside a detailed discussion of the consequence of their actions. It should reflect the severity of the incident. A consequence(s) for the perpetrator is at the discretion of the school and may include e.g. first verbal warning, second verbal warning, missed supervised playtimes, withdrawal of privileges, temporary withdrawal from activity/classroom, clubs and school representation, behaviour meeting with Assistant Headteacher, behaviour meeting with Head of School, meeting and review meeting with parent, restorative conference with all parties and parents/carers
- No parents/carers are involved in the consequence decision making process.
- Apology expected from the perpetrator to the victim, in line with our school values
- Information regarding the problem to be passed to any appropriate parties  
Involvement of any outside agencies necessary, for example, Educational Psychologist; in extreme cases, disciplinary procedures as set out in this policy involving reference to the Pupil Disciplinary Committee of the Governing Body.

## **Searching Pupils For Weapons**

School staff can legally search a pupil if it is suspected that he/she is carrying a weapon in the school grounds (Searching, Screening and Confiscation, DFE 2022). In St Peter's Elwick CofE Primary School, if a pupil is suspected of carrying a weapon the Head of School/ Executive Headteacher will be informed, and a search will take place if deemed necessary. Parents will be contacted, and the Police may be called. This is also in accordance with statute and guidance issued by the Department of Education.

## **Monitoring and Evaluating Impact**

The impact of our Behaviour Policy will be evaluated with reference to:

- The progress of pupil learning
- Pupil books should show extremely high levels of presentation and pride in learning
- The number of Awards and Certificates achieved by pupils;
- Half termly review records of class behaviour sheets by the Head of School
- The number of recorded incidents of behaviour/bullying/sexual harassment
- The number of recorded incidents of a racist and or homophobic nature
- Termly review of the number of incidents recorded, to evaluate effectiveness of policy
- Information collected from the monitoring process and from any feedback about the policy should be used to review and update the school's anti-bullying approach.
- Annual review of parent and pupil questionnaires using information provided to evaluate future developments

## **In conclusion**

In managing behaviour, the school will apply a range of strategies at the discretion of school staff. It is important that the school encourages forgiveness and a fresh start. However, alongside forgiveness one must also value justice and that this is understood. Each pupil must recognise that although they will be forgiven for what they have done there is a consequence of their action and that this may lead to a sanction.

Success is greatly enhanced when all staff share a clear understanding of and commitment to agreed procedures. This is further enhanced when parents/carers understand and support the rules of behaviour to which the school expects their children to conform. The role played by parents/carers in supporting the school is crucial to the success of this policy. As adults, we model desired behaviours and, when confronting undesirable behaviour, we always challenge the behaviour, not the child.