



## Bowdon Church School Primary School Behaviour and Relationships Policy

### Policy information and Review

#### Names person with designated responsibility

Academic Year	Designated Lead Person(s)
24/25	Dylan McCarthy, Zoe Power
	Sam Halliwell

#### Policy review dates

Review date	Changes made	By whom
	Policy created from consultation with other schools and online resources – QA with Trafford	Samantha Halliwell Dylan McCarthy Zoe Power
December 2024	Procedures for logging incidents on Arbor and CPOMS; vision groups; transition planning	Dylan McCarthy

#### Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2022-23	13 <sup>th</sup> July 2023	Glenys Lambie
2024-25	18 <sup>th</sup> October 2024  Reviewed 31 <sup>st</sup> Jan 2025 with minor additions	Chair of SIP-Mark Herrington  Amy Unwin

Reviewed December 2024

Our Vision:

***Loving, learning and growing together.***

***"I have come that they might have life and have it in abundance" John 10:10***

***At Bowdon Church School we believe our whole community should thrive spiritually and academically in a loving, caring school family where everyone is valued. We will grow together, following Jesus, secure in the love of God.***

At Bowdon Church School Primary we truly help each other to learn and to love through our golden values of Ready, Respectful, Kind and Safe, which are central to all aspects of our school life. We are here to give our pupils an excellent education with a rich and inspiring curriculum, at the same time providing nurture and care for their spiritual/emotional, moral, social and cultural wellbeing. When children leave Bowdon Church School they will be prepared for life, with resilience, compassion and having developed courageous advocacy.

At Bowdon Church School our commitment to safeguarding the welfare of pupils is given the highest priority. We recognise that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.

We believe that Bowdon Church School should provide a caring, positive, safe and stimulating environment, which promotes all pupils' social, physical, emotional, spiritual and moral development.

## OVERVIEW

The school's Christian values underpin all aspects of school life. We are committed to providing a caring, friendly and safe environment for all our pupils so they can enjoy 'life in all its abundance'.

We recognise that our parents/carers are critically important in encouraging good behaviour and using appropriate strategies to reduce negative behaviour. The school ensures that parents/carers are made aware of both positive and negative behaviour and on the rare occasions of the latter, will work exhaustively with the child and parents/carers to find ways of solving the problem.

## AIMS

This policy aims:

- To create a safe, caring and respectful learning environment where all children feel seen, heard and valued
- To build trusting and respectful relationships where everyone works together to solve problems and everyone has a voice
- For pupils to take ownership of their behaviour, develop empathy with others and become self-disciplined
- To support children to identify their own and others' emotions and to develop their own strategies to self-regulate, using Zones of Regulation
- To promote a consistent framework for children's behaviour through the involvement of pupils, parents and school staff
- To prepare children as responsible, rights respecting citizens
- To develop social, emotional and behavioural skills, providing children with the confidence and resilience to resolve disputes with others
- For pupils to articulate their thoughts, emotions and feelings in a safe environment
- To use a restorative approach to address discipline and behavioural issues and use a consistent process when reducing levels of conflict. Children need to be aware that their actions have consequences, which can be both good and bad, depending on the choices they make
- To create an inclusive and welcoming community, where differences are celebrated and bullying is not tolerated
- To empower our young people to stand up for their beliefs, to be truthful and to show courageous advocacy

## LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools

- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice. The school has used model guidance from The Key for School Leaders approved by Forbes Solicitors.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

## ROLES AND RESPONSIBILITIES

### The Governing Body

The Governing Body is responsible for reviewing and approving the aims and objectives of the school's behaviour policy and their application.

The Governing Body will also review this behaviour policy in conjunction with the Head teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

### The Head Teacher

The Head teacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the aims and objectives of the school's behaviour policy. The Head teacher will also approve this policy.

The Head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### Staff

Staff are responsible for:

- Building positive and trusting relationships with pupils
- Planning learning experiences that take into account the different learning styles and needs of all pupils so that all are excited and motivated to learn
- Creating a calm and safe learning environment with clear expectations identified in the *Class Charter*.
- Implementing the behaviour policy consistently
- Modelling positive behaviour and high expectations
- Supporting pupils to develop their understanding of their own and others' behaviour through the PSHE and Zones of Regulation curriculum
- Using de-escalation strategies to support pupils who are struggling to regulate
- Facilitating restorative discussions and repair when unexpected behaviour has occurred
- Recording behaviour incidents on CPOMS
- Ensuring that parents are informed of any significant behaviour incidents
- Providing a personalised approach to the specific behavioural needs of particular pupils, identifying environments and situations that may trigger unexpected behaviours and taking into account advice from external agencies where appropriate
- The senior leadership team will support staff in responding to behaviour incidents when required

### Parents

Parents can support by:

- Encouraging their child to adhere to the school values
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns with the class teacher promptly
- Attending meetings and reviews where appropriate
- Agreeing to sign and adhere to the code of conduct set out in the [Parent Code of Conduct](#).

## **Training**

Our staff are provided with training on the Restorative Approach to behaviour as well as bespoke INSET with regards to behaviour and consequences, guilt & shame etc. to support the Social and Emotional Mental Health of pupils.

Behaviour management will also form part of continuing professional development (including Team Teach training).

## **PUPIL CODE OF CONDUCT**

At Bowdon Church School Primary we seek to encourage positive behaviour and shared expectations through:

- Courtesy and respect for every other child and adult and for property within the school
- An environment where all pupils will thrive and achieve their full potential
- Pupils who can take responsibility for their own actions and respond with appropriate behaviour
- The emotional, physical and psychological safety of all within the school
- The development of mutual support, both academic and social
- The development of personal autonomy, tolerance and understanding
- Preservation and enhancement of the school environment
- Honesty
- High self esteem
- Respectful and courteous consideration of others and their individual differences
- The embedding of British Values throughout the school environment
- The empowerment of young citizens to meet high expectations of behaviour outside of school as well as within its boundaries

### **Expectations in classrooms: The Class Charter**

- At the beginning of each school year, every class will work together to create a Class Charter, which sets out the shared expectation for conduct in the classroom.
- This Class Charter will be used as the basis for Restorative discussions when expected behaviour has not been met.

### **Expectations on corridors and stairways**

- Children are expected at all times to walk quietly around buildings, they should be taught to do this
- The child at the front should hold doors open where necessary and then join the back of the line
- Children should walk quietly, in line, on the left hand side up and down the stairs in the main school
- No children should be in the building during lunch or playtimes or before or after school without adult supervision, unless they have permission from a staff member
- We should all be polite and open doorways for each other when not part of a class line

### **Expectations in Collective Worship**

- Children are to be lead into Collective Worship by a member of staff silently and leave silently
- Designated staff shall stay in Collective Worship in order to share in the reflection and celebration, model behaviour and assist the leader of the assembly in behaviour support
- Staff leading Collective Worship are to plan and resource their worship in advance

### **Expectations in the Lunch Hall**

- Children should line up quietly and safely, being aware of the constant flow of people around them, following the instructions of staff on duty
- Meal times are part of children's education, they should be encouraged to talk quietly and sociably
- They should be helped, where necessary, to make sensible choices about what they eat
- Table manners should be reinforced by staff in the hall, and modelled by older children
- Unless main courses are fully eaten, children should seek permission to move onto their pudding, and also seek permission before clearing their tray
- Food waste should be kept to a minimum
- The lunch experience should be positive and pleasant

## **Expectations in the Playground:**

Playtime should be an extension of the classroom and another opportunity for children to learn and engage with each other and adults in a safe and stimulating environment. It is where the children learn to develop social interaction skills and how to resolve conflict.

## **The Playground Charter:**

The Bowdon Church School Primary Playtime Charter is an agreement on what the behaviour expectations should be at playtime and lunchtime to ensure that all pupils experience a safe and enjoyable play. The Playtime Charter is created by the pupils, with an emphasis on clear behaviour expectations for all. Through empowering pupils to decide on their playtime expectations, the pupils take ownership of their behaviour with agreed expected behaviour outcomes at playtime and lunchtime.

Some of our children find outside play overwhelming and require a quieter, more focused approach to social interaction. We offer supported lunchtime groups where children have structured activities, supported by a member of staff. This positive interaction allows children to explore resources with peers, to reduce anxieties and support de-escalation strategies in a safe, structured and shared space. Children are then able to make a smoother and positive transition back into class, ready to access learning.

The Reflection Room/Hub is another safe space for children to access in moments of difficulty during lunchtime. They may be directed there by an adult or in some circumstances, may choose to go there independently.

Playground expectations include the following:

- Staff should facilitate and encourage positive play opportunities for all children
- Staff should encourage vulnerable and SEN children to engage in activities and support social interaction
- Playground equipment should be available and those on duty should take a lead in demonstrating its safe use and appropriate games.
- Children should feel safe and able to tell adults if they are hurt or upset
- All children are expected to follow the Playground Charter in order to keep each other safe and happy
- Where conflict does occur, all staff will take the time to facilitate a restorative discussion, ensuring that all involved have a voice and play a part in repairing the situation.
- Any incidents, once resolved at playtime, should be fed back to class teachers in a timely fashion for them to observe and follow up if necessary. These should also be logged on Arbor or CPOMS, depending on the nature of the incident.
- All first aid systems will be followed
- Teachers/TAs to collect children promptly from the playgrounds at the end of playtimes and lead back to the classrooms following expected behaviours
- Abandoned coats etc. should be placed in the lost property drawers
- Staff should not give children keys to any store cupboards around the school

## **Proactive Positivity**

At Bowdon Church School, we take a proactive approach to support behaviour by building safe and trusting relationships between children and staff. Staff will take the time to get to know children, will take an interest in them and their lives and make an effort to understand what motivates and inspires them. Where they sense a change in a child's mood, behaviour or output, they will take the time to speak to the child. Our aim is that every child feels seen, heard and valued.

We believe that positive reinforcements develop self-confidence and esteem, which positively impacts learning. Expected behaviour choices are rewarded and unexpected behaviour is challenged constructively, with children being encouraged to take ownership of their own behaviour and to empathise with others. Where appropriate, children will repair relationships through restorative actions alongside relevant consequences.





For example and not exhaustive:

- Time out/ reflection – this may occur in their own or another classroom; it may involve time away with a familiar adult
- Reflection room/ see Senior Leadership Team if behaviour from playground
- Time with a member of the SLT
- Letter/picture of apology
- Repair of equipment/environment they may have misused as a positive act of service
- Complete outstanding work in play/golden time – minutes lost can be earned back
- Speak with parents/carers
- Reduced play time in conversation with SLT
- On report/traffic lights/behaviour chart in conversation with SLT
- Loss of privilege –golden time/trips/ being part of a sports team
- Suspension/exclusion

## Zones of Regulation

At Bowdon Church School we strive to create a culture around mental and emotional well-being that is open and empowering for all our children. The Zones of Regulation is an approach to teaching about and talking about behaviour with an emphasis on children learning to recognise their own and others feelings, and the strategies and tools needed to self-regulate. It incorporates specific taught sessions with a visual support system and the use of a consistent language frame to support children with developing self-regulation and understanding of expected and unexpected behaviours. The curriculum supports children not only to attend to how they feel, but also to better understand their sensory needs and thinking patterns. This in turn, means our children will also become more attuned to how their actions affect others, resulting in healthy relationships for all.

**The ZONES of Regulation®**

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control

## **Behaviour Rewards Hierarchy**

### **1. Oral**

Verbal or non-verbal (e.g) high 5, thumbs up) praise

### **2. Action: Highlighting expected behaviours**

Feedback stamp in books, good examples of presentation or learning shared on the visualiser during feedback sessions, small sticker

### **3. Action: House Team points**

Individual House Points allocated to children linked to specific criteria. Each child's individual points are collated in House Group Teams. The totals for each House Team are collected on a Friday afternoon and shared in the whole school Merit Worship. The House Team with the most house points by the final week of term will receive a reward such as non-uniform on the last day of the term. School Council will gather ideas from children in regards to suitable House rewards.

### **4. Action: Positive behaviour on the Playground and around school**

Raffle tickets will be given for expected behaviours at playtimes, in the lunch hall and when moving around the school building. These will be given to class teachers on return to the classroom and added as house points. Teachers will also use their own reward systems within their class rooms, such as – Table points, marble jars, stickers, cushions and mascots to enjoy for a day, stars of the week, share a story of choice with class etc.

### **5. Action: Visit to SLT**

Excellent examples of meeting the school values and/or outstanding effort in work will be sent to speak with the Headteacher or Senior Team for a special sticker and other forms of recognition. This will be monitored and recorded by the class teacher.

### **6. Consistently Positive Behaviour Over Time**

Children receive a certificate in Merit Collective Worship. This will be monitored by class teachers and all children will receive at least one merit over the course of the school year. Children given positions of responsibility, such as class monitors, Vision Groups (Democracy & Diplomacy, Courageous Advocacy, Growing Faith), Yr6 School Managers and Digital Leaders.

**Some of our pupils access their learning through a bespoke curriculum which may include sensory breaks, targeted interventions and individualised behaviour plans that have been agreed in consultation with the SENDCo, Pastoral Lead and/or external agencies. These activities are a part of an individualised curriculum plan, are need-based and are not rewards.**

## **Restorative Approach**

At Bowdon Church School Primary, a restorative approach offers a positive approach to addressing discipline and behavioural issues. Punitive measures of consequence provide children with very little in the way of a true understanding of the impact their actions have had on others. The restorative discussion provides a 'teachable moment'. Children can hear and observe the impact of their actions directly from those who have experienced it. It gives all parties a voice and the chance to be heard.

### **What is the restorative process?**

Those affected are invited to have dialogue around the following questions:

- What has happened / is happening?
- What were you thinking and feeling?
- How are you feeling now?
- How are you being impacted / affected? And others?
- What do you need to do to move forward positively? How can we repair?

### **The importance of repair and restorative actions (or 'payback')**

Meaningful repair happens best when children are regulated and are ready to contribute to discussions about how to move forward positively. This means that restorative discussions may not always occur immediately, as children may need some quiet time for reflection and calming, before being ready to engage in discussion. Once it is felt a discussion is appropriate, children are supported to reflect on what could have been done differently, should they find themselves in a similar situation in the future. They will discuss the best way to move forward, and are involved in decisions about what repair actions may be necessary.

The aim is to reach an agreed outcome where the people affected are satisfied, and where the child displaying the unexpected behaviours is given the opportunity to correct or make up for their unexpected action. Where the unexpected action has caused a direct loss or negative impact on an individual or property, the repair may involve a restorative action or 'payback', also referred to as a consequence. This will involve 'restoring' to the recipient what has been lost either by way of action, for example a child that injures another child during play could write a letter of apology, or carry out an act of kindness to demonstrate remorse. Please see again the Proactive Positivity section above.

Some repairs may involve 'paying back' to the school community. For example, a child who has damaged school displays, might give up some of their free time to create a new one. Repairs and subsequent 'payback' will consider any SEND need and will be proportionate to the unexpected behaviours shown.

## **Equity not Equality**

"Why does he get a different consequence? That's not fair!" At Bowdon Church School, we recognise not everyone starts from the same place and not everyone has the same needs. Therefore, when deciding appropriate consequences it is important to understand the difference between Equality and Equity. Equity is giving everyone what they need to be successful. Equality is treating everyone the same. Our aim is to promote fairness and equality but with an understanding of the child's needs, age, social, emotional or mental health issues.

This means some children will require additional support in addressing specific behaviours. In this case, these children will have bespoke positive behaviour plans and consequences which may include rewards to reinforce positive behaviour.

## **Responding to negative behaviour from pupils with SEND**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When a child makes a poor behaviour choice, we will consider this in relation to a pupil's SEND, although we recognise that not every negative choice will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident will be made on a case-by-case basis. As part of meeting our legal duties, our school will anticipate, as far as possible, all likely triggers of poor behaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include movement breaks, special

seating arrangements or a separate quiet space when there is sensory overload. These measures will be recorded on an access plan, SEND support plan or EHCP.

### **Through using this process what have we found?**

- Children like and trust the process; children take the lead in dialogue and understand that they will be listened to
- Pupils take ownership of the process and desire more positive outcomes
- Staff are trained to facilitate restorative discussions to develop further independent problem solving between pupils.
- Improved relations due to the stronger outcomes that this process delivers
- Stronger emotional literacy
- A dialogue that leads to reducing and resolving conflict
- Positive impact on self-esteem and mental health of pupils due to a positive resolution

### **The All-Day Reflection Room / Hub**

The **Reflection Room / Hub** is a calm, supportive space within the school that is open to all pupils throughout the day. Designed to promote emotional well-being, it offers a peaceful environment where students can take time to reflect, relax, and seek support when needed.

Inside the room, there is an array of seating, some purposed for school work while other is more comfortable and relaxing, creating a welcoming atmosphere. The room is clearly partitioned into areas for school work, reflection and re-regulation. There are mindfulness activities, sensory items, and quiet corners where pupils can sit and reflect. The room also includes age-appropriate resources such as storybooks on emotions, feelings charts, and reflection journals to help children process their thoughts.

A trained pastoral support worker is available to talk with students, offer guidance, or just listen. Pupils can visit the room during break times, lunch, or as part of a scheduled session if they need extra emotional support. When dysregulation occurs during a lesson, a child might be asked to visit it where they will receive the appropriate level of support, and they may also continue their classwork at one of the workstations. It's a space for students to step away from the hustle of the school day, whether they're feeling overwhelmed, upset, or simply need a moment of quiet.

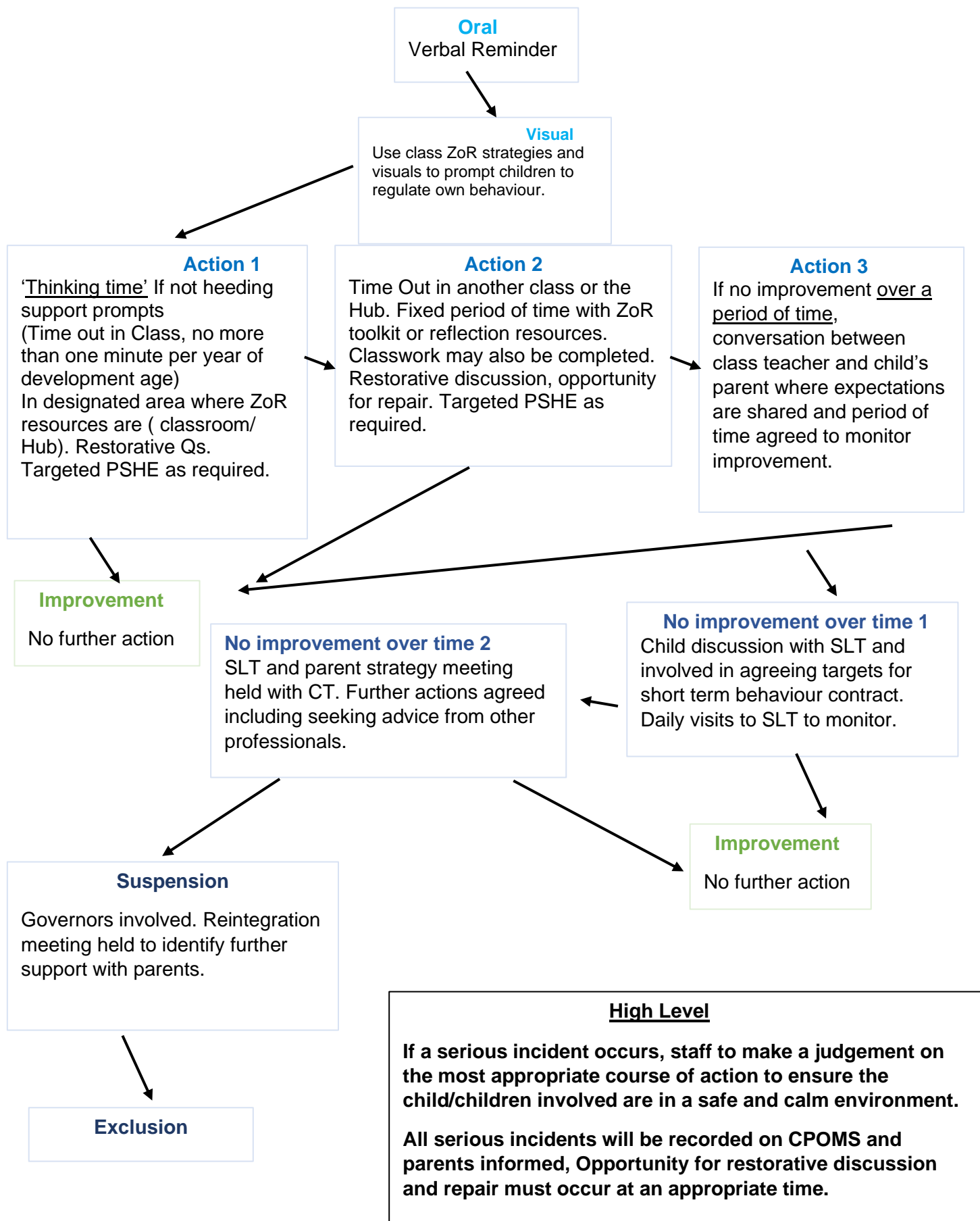
The Reflection Room / Hub fosters emotional resilience, promotes positive mental health, and supports a safe school environment where every child feels heard and valued.

## **WHEN POSITIVE SUPPORT IS UNSUCCESSFUL**

Although the positive strategies above work well with the majority of children there will still be those who find it difficult to stay within the boundaries set both in class and around school.

### **Hierarchy of actions when behaviour is unexpected.**

**Aim: Children working in 'Green zone'. Unexpected behaviour displayed: ('Low Level')**



The school also takes into account there are pupils whose needs and life experiences mean that the behaviour systems used by the school will not be appropriate or understood. Not all children can conform and follow the same systems and achieve the same outcomes as their peers. It's important that we ensure a flexible approach so all our children feel they belong, are engaged and feel connected. At all stages of the unexpected behaviour hierarchy, there is continued emphasis on quality first teaching through the PSHE curriculum. Circle times and small group interventions are also used to support understanding of positive relationships and self-regulation. Some children may access 1:1 or group pastoral programmes in school where necessary (pastoral team, Place2Be, Play Therapist).

Together we create an environment that is proactive rather than reactive, and the staff work tirelessly to ensure moments of crisis are reduced to ensure this success. Children have opportunities for sensory breaks throughout the day which may be planned into their timetable depending on their individual needs.

We work closely with parents to ensure a consistent approach between home and school and listen to the views of the child at every step. Where more specific support is required, children may be referred to use onsite support or outside agencies.

## **THE TEAM TEACH APPROACH**

All behaviour is a form of communication. A number of our staff are trained in Team Teach (training is ongoing); this fosters a culture of support within the school and supports de-escalation, offering strategies to help our children by providing repair and restoration following any conflict.

Where a child is at risk of harm to themselves, others or school property, members of staff may use reasonable force or make physical contact where appropriate and reasonable. This would always be a last resort, after attempts at de-escalation have been unsuccessful. See [Physical Intervention & Restraint in Schools Policy](#)

## **RECORDING OF BEHAVIOUR**

Behaviour incidents are recorded using Arbor and CPOMs. Relevant staff members are alerted to incidents for monitoring and so that any further action can be identified. Recording of Behaviour Incidents on Arbor is new in 2024/25. The transition of behaviour incident recording from CPOMS to Arbor is a phased project that is being trialled and reviewed. In this initial trial and review period, only behaviour incidents taking place during playtimes and lunchtimes are being recorded on Arbor. These will largely be low level behaviour incidents. Recording of incidents allows for good communication as well as the monitoring of behaviour in school of individuals and more general trends and patterns. For the present, behaviour incidents that happen during any other part of the day and that require a written record will be recorded on CPOMS. Should a lunchtime or playtime behaviour incident be of a serious nature, ie. needing further action, it will also be recorded on CPOMS. Class teachers and where appropriate, members of SLT are alerted to behaviour incidents. If over the course of a week multiple behaviour incidents are recorded for a child the Arbor system will escalate the incident to a higher level and alert relevant staff. In this event, a CPOMS entry with more detail may be added by the class teacher to the child's record and relevant staff members will be alerted. Positive behaviour during play times may be rewarded with praise or incentives such as raffle tickets.

## **PUPIL TRANSITION**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher/TA(s). In addition, staff members hold transition meetings with each other.

To ensure that the right support is in place, where relevant, One Page Pupil Profiles, provision maps and Assess, Plan, Do, Review documents are shared. Some children may have Behaviour Plans and RAMPS (Reduced Anxiety Management Plans) which would also be shared. These contain specific information regarding triggers that may affect pupils' ability to make expected behaviour choices and signs of escalation in behaviour. This information is also transferred with transitions to other settings.

## SUSPENSIONS & EXCLUSIONS

In cases where there is persistent disruptive behaviour, a serious breach of the behaviour policy, or if allowing the pupil to stay in school would seriously harm the education or welfare of that pupil or others in the school, the Head teacher/Deputy Headteacher can make the decision to suspend.

Suspensions will only occur where lesser steps in the behaviour hierarchy of actions are deemed inappropriate and ineffective, and will be for the shortest time necessary. The decision to exclude permanently is a serious one and would only be undertaken as a final step in a process where a wide range of other strategies have been tried without success.

All adults involved at the time of suspension or exclusion must write a written and signed account of any incidents that have occurred so that the suspension/exclusion is fully documented; this includes internal exclusions. In all cases parents will be contacted, and governors as necessary.

## AREAS WHICH CAN CAUSE CONFLICT

- **Money:** We do not encourage children to bring money into school. If children need money for after school activities it needs to be placed in an envelope and kept in their bag.
- **Things from home:** Occasionally a class teacher may ask children to bring in items from home to help with a class discussion or lesson. Children may also bring in items for show and tell. Unless a teacher specifically asks, toys, electronic games etc. are not allowed in school.
- **Mobile Phones:** are not allowed in school.
- **Jewellery:** Only small stud earrings are allowed in school. Necklaces and chains are not permitted. This is for safety as well as practical reasons and reduces the risk of accidents. All jewellery (including watches and earrings) should be removed or covered before the lesson begins. If children take out earrings for PE rather than covering them, then it is their responsibility to look after them. The school accepts no liability for loss or damage to jewellery worn by children.
- **Uniform:** <https://www.bowdoncs.org.uk/uniform/>

## CONFISCATION

Any prohibited items found in pupils' possession will be confiscated. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member 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)

These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

## OFF SITE BEHAVIOUR

### School Trips

Although off the premises, we expect our children to behave as well as they would in school. Poor behaviour which occurs anywhere off the school site and is witnessed by a staff member or reported to the school will receive the same sanctions as it would on the school premises. Parents and Governors will be asked to attend meetings as necessary.

### Home time

We ask that all children leave school as soon as they are collected and that children who go home alone do not linger in the playground or use any school play equipment. Where children are using bicycles or scooters etc, they should be pushed through school grounds not ridden. Gates are locked at the end of the school day in order to keep children safe at after school clubs.

### **Walking home**

Only Year 5/6 children with passes are allowed to walk home by themselves. If you wish your child to do this, then you must give written consent.

Site staff and members of the Senior Leadership Team will be in the playground to monitor behaviour as the children leave school. Staff are asked to escort their classes onto the playground and will remain there until the children are collected, or until the school gates are locked again. An adult will escort children who have not been collected to the school office for their parents to be telephoned.

### **BULLYING, PEER ON PEER ABUSE AND HARASSMENT**

Bullying of any sort will not be tolerated at Bowdon Church School. We have a comprehensive Anti-Bullying policy that details how we deal with incidents of bullying at our school and a Safeguarding Policy which can be found on the school website. [Safeguarding | Bowdon Church School \(secure-primariesite.net\)](https://secure-primariesite.net)

Through our PSHE curriculum, children at Bowdon Church School are taught to recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation, or seek appropriate help from a trusted adult. Children are taught how to report and recognise emotional, physical and sexual abuse, including peer on peer abuse and harassment.

We do everything in our power to ensure that all children come to school free from fear and intimidation. If you or your child has any concerns relating to bullying or harassment, please contact your class teacher in the first instance. The school governor responsible for supporting the school in dealing with bullying is Kate Burke.

### **MALICIOUS ALLEGATIONS**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding & Child protection Policy for more information on responding to allegations of abuse. The head teacher will also consider the pastoral needs of staff accused of misconduct.

### **RELATED POLICIES**

Please see all policies relating to Behaviour & Safeguarding on our school website:

This includes:

Safeguarding Policy

Anti-Bullying Policy

Acceptable Use Policy

Parent Code of Conduct

Relationships and Sex Education Policy

E-Safety Policy

SEND Policy

Equality Policy