



BADSWORTH  
CofE School

**CARE – Prepare – Believe**  
**'I can do all things through Him who strengthens me.'**  
*Philippians 4:13*

## **Positive Behaviour and Relationships Policy**

### **March 2025**

At Badsworth Church of England Junior and Infant school, we work hard to create a culture that promotes the desire to behave excellently. Our vision states this:

**Consider And Respect Everyone** as Jesus taught  
**Prepare** for a bright future  
**Believe** we can make a difference

*'I can do all things through Him who strengthens me.'*  
*Philippians 4:13*

Through this vision, we aim to provide a caring, nurturing environment where everyone feels valued, safe and happy so that we can all flourish together. We are committed to creating an environment where consideration and respect are at the heart of all we do. Everyone who is part of our school family is expected to maintain the highest standard of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Being able to flourish at Badsworth School is a result of positive relationships and a well-planned curriculum that stimulates children to learn, be inquisitive and challenge themselves. Positive behaviours are modelled, taught, expected and praised. It is through these positive relationships that we build the foundation of trust and respect which then allows us to create respectful, open-minded and resilient life-long learners.

### **Governors' Statement**

The policy for Positive Relationships in our school cannot be separated from the Governing Body's statement of aims and vision of Badsworth School. Our Positive Behaviour and Relationships Policy will enable the fulfilment of what we have stated in our Parent Handbook:

*We, the Governors, are very proud of our school, its staff and its children. We are passionate in our belief that all children, regardless of their ability or need, should have the best start possible to their educational life.*

*Our school vision 'Consider And Respect Everyone as Jesus taught, Prepare for a bright future and Believe we can make a difference.' 'I can do all things through Him who strengthens me' Philippians 4:13*

*is central to everything we do, the children talk confidently about what this means to them and it forms a strong basis for their spiritual, moral, social and cultural development. It is also central to the strong Christian ethos of the school.*

*We aim to provide a Christian environment in which the children can develop into thoughtful and caring people, with respect for themselves, each other and the environment. We expect our children to behave well, demonstrate manners and to work hard to achieve to their potential.*

### **1 Aims and objectives**

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This is embodied in our vision;

### **C.A.R.E – Prepare – Believe**

**Consider And Respect Everyone** as Jesus taught  
**Prepare** for a bright future  
**Believe** we can make a difference

‘I can do all things through Him who strengthens me.’  
*Philippians 4:13*

The school's Positive Behaviour and Relationships Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

1.2 The school's vision statement is the basis for how everyone behaves. The Positive Behaviour and Relationships Policy is a means of promoting good relationships through the school's vision statement so that people can work together with the common purpose of helping everyone to be the best version of themselves, as well as clarifying expectations of behaviour. This is embodied in our PSHE and RSE curriculum which is embraced throughout the school and reinforced in Collective Worships through our 6 Christian Value:

- Belonging
- Kindness
- Forgiveness
- Courage
- Trust
- Hope

1.3 Our approach to relationships supports the school community in aiming to allow everyone to work together in an respectful and considerate way. This goes for all stakeholders including staff, parents and carers and any other visitors.

1.4 We treat all children fairly and apply this Positive Behaviour and Relationships policy in a consistent way. Where appropriate we utilise the 3-step response to inappropriate behaviour described in appendix 2. However, we also acknowledge that there will be instances when individual circumstances require an alternative approach.

1.5 This policy aims to help children grow in a safe and secure environment and become a positive and responsible members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of consideration and respect. This policy is designed to promote positive behaviour, rather than merely deter anti-social behaviour.

1.7 We promote a collective effort towards achieving positive behaviour and social skills and consequently our school vision is displayed throughout school alongside positive quotes from the Bible.

## **2 Rewards and Consequences**

2.1 We praise and reward children for positive behaviour in a variety of ways:

- Staff are always eager to praise children, acknowledging any positive behaviour or high levels of effort.
- Each week, the staff identify children from their class to be acknowledged in our Achievement Worship each Friday. This is based on the three strands of our school vision and our Christian Values.
- Each week the staff, visitors or indeed the pupils, can acknowledge children across the school for standing out for their behaviour and positive choices in wider school situations. The Values and Vision Book is specifically for children that go over and above to live out our school values and vision. These children are identified in the Achievement worship and the following week, given the opportunity to sit at the Top Table in the dining hall and eat their meal in the company of the head teacher and their fellow nominated peers.
- Staff distribute spotter stickers in recognition of children who exemplify our school vision and Christian Values. After a set number of these on their individual cards, the children receive a piece of school stationery in Achievement Worship to acknowledge their effort.

- Other appropriate strategies specific to individual classrooms may also be employed. For example, table points or star of the day, etc.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. As such, our Achievement Worship also celebrates children's out-of-school achievements.

2.3 The school employs a behaviour plan in the form of a school agreement which focuses on a positive approach to behaviour.

2.4 While the school-wide approach works for the majority of students, the school acknowledges that at times there are individuals for whom individual behaviour plans are required.

2.5 The class teacher discusses the school vision and values with each class. In addition to these, each class also has its own classroom code, or set of 'Rights and Responsibilities' which is agreed by the children. In this way, every child in the school knows and agrees with the standard of behaviour that we expect. If there are incidents of anti-social behaviour, sexual violence and harassment or child on child abuse, the class teacher discusses with the individual children or it is passed on to the Senior Leadership Team and Designated Safeguarding Leaders. These incidents would be recorded on CPOMS by the class teacher and the numbers of incidents would be shared with the school governors as part of the Headteacher report. These incidents would also be discussed with the parents/carers of the children involved. Following such incidents, there may be times where bespoke lessons are planned to teach children about the acceptable behaviour e.g. during circle time.

2.6 Staff have high expectations of their students with regard to the way that they conduct themselves and staff support each other in ensuring those expectations are met e.g. lining up at the conclusion of break times, entering collective worship, on educational visits etc.

2.7 The school does not tolerate bullying, child on child abuse or sexual harassment of any kind. If we discover that an act of bullying or intimidation, child on child abuse or sexual harassment has taken place, we act to stop any further occurrences of such behaviour. It is our responsibility to ensure that all children attend school free from fear and anxiety. Anti-bullying week is promoted each year. (See Anti-bullying policy.) Our annual parent survey includes questions about bullying and children feeling safe in school. All incidents of such kind are reported on CPOMS and read by a DSL. Any further actions taken are also logged.

2.8 All members of staff are aware of the regulations regarding the use of force by adults, as set out in our 'Positive Handling' policy.

2.9 Our child friendly safeguarding policy is shared with children each half term.

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

3.1 It is the responsibility of class teachers to ensure that both the school agreement and the classroom code are reinforced in their classes, and that their classes behave in a responsible and respectful 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 uses the school agreement consistently. The teachers treat all children in their classes with respect and understanding.

3.4 If a child misbehaves in class, in the first instance the class teacher deals with incidents him/herself. This would be done by referring back to our school vision. However, if the child repeatedly misbehaves or engages in an action that is very serious in consequence, help and advice is sought from the headteacher or a senior teacher.

3.5 With the head's knowledge, the class teacher liaises with external agencies, as necessary, to support and guide the progress of each child, including in issues of transition. The class teacher may, for example, discuss the needs of a child with the education social worker or the appropriate support services. All these conversations are recorded on CPOMS so all DSLs in school have an oversight.

3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Parents will be contacted immediately by a member of the Senior Leadership team for any incidents of child on child abuse or sexual harassment.

3.7 If implementation of the school agreement fails to manage a child's behaviour and individual behaviour plans do not work, the teacher will work with the SENDCo and Headteacher to access support from outside agencies e.g. Educational Psychologist.

The school will consider whether the behaviour under review gives cause to suspect that the child is suffering, or is likely to suffer significant harm (eg abuse, neglect, etc). Where this is the case, staff should follow the school's safeguarding policy.

3.8 At Badsworth CE J&I School we are committed to ensuring that transition in all its forms e.g. between Key Stages or from one school to another, is effective in meeting the needs of the child. When there are issues of behaviour, the class teacher will ensure that, whether sending or receiving a child, successful liaison has occurred between the appropriate parties, so that the new setting is well prepared

#### **4 The role of the headteacher**

4.1 It is the responsibility of the headteacher to implement the school's Positive Behaviour and Relationships 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 headteacher to ensure the health, safety and welfare of all children in the school.

4.2 The headteacher supports the staff by implementing the policy in his/her interactions with the children, and by supporting staff in their implementation of the policy.

4.3 The headteacher ensures records are kept of all reported serious incidents of misbehaviour including child on child abuse or sexual harassment. These will be recorded on CPOMS.

4.4 The headteacher 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 headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

#### **5 The role of parents**

5.1 The school collaborates with parents/carers, so that children receive consistent messages about how to behave at home and at school.

5.2 We explain the school rules in the Parent/Carers Handbook, and we expect parents to read them and support them.

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/carers immediately if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable sanctions as a consequence, we expect parents/carers to support the actions of the school. If there are 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 and failing satisfaction there, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

#### **6 The role of governors**

6.1 The governing body has the responsibility of agreeing this policy on Positive Behaviour and Relationships, and of reviewing its effectiveness. The governors support the headteacher in adhering to these guidelines.

6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour, but may seek support from governors, as appropriate.

#### **7 The role of Teaching Assistants and Dining Room Assistants**

7.1 It is the responsibility of all staff to ensure that the school rules are enforced and that children behave in a responsible manner.

7.2 Teaching Assistants in our school have high expectations of the children with regard to behaviour and they strive to ensure that a caring and welcoming environment is created for all.

7.3 Teaching Assistants treat each child fairly and enforce the school agreement consistently. Staff treat all children in their classes with respect and understanding.

7.4 If a child misbehaves, in the first instance a Teaching Assistant deals with incidents him/herself in the manner detailed in the school agreement. However, if the child repeatedly misbehaves or engages in an action that is very serious in consequence, help and advice is sought from teachers or the headteacher.

#### **8 Powers to discipline**

- 8.1 Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction whilst under their charge.
- 8.2 Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside school. (DfE Behaviour in Schools - February 2024)
- 8.3 Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty, in line with school practices, in response to negative undesirable behaviour. Head teachers can also decide to exclude a pupil for a fixed period (to suspend) or to permanently exclude them.

## **9 Searching pupils**

- 9.1 School staff can search pupils with their consent for any item.
- 9.2 Head teachers and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a "prohibited item". DfE define prohibited items as knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and items that staff suspect could be used to commit an offence or could cause personal injury.
- 9.3 Banned items at Badsworth J & I School are:
- Mobile phones/Electronic devices - unless a prior arrangement has been made to leave in the office for safekeeping.
  - Toys
  - Jewellery except watches and small stud earrings
  - Aerosol deodorants
  - Money (except that which is brought in for school related expenses – this should be sent to the office)
  - Drugs (except prescribed medicines – see First Aid and Administration of Medication Policy)
  - Alcohol
  - Any other item not related directly to the children's learning

## **10 Use of reasonable force**

- 10.1 All school staff have the authority to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain a positive learning environment in the classroom for all.
- 10.2 Headteachers and staff authorised by the headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items. (see 9.2) Such force cannot be used if the search is for an item banned by the school rules. (See 9.3)

## **11 Allegations against staff (See Safeguarding Policy)**

- 11.1 Allegations must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

## **12. Exclusion**

- 12.1 It is for the head teacher to decide whether to exclude a pupil, for a fixed term or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance. Statutory guidance on exclusion is provided by the Department's guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies, and pupil referral units in England, September 2023
- 12.2 Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which includes all permanent exclusions. Where a governing body upholds a permanent exclusion, parents have the right to request that an independent review panel reviews this decision. Parents may also make a claim of discrimination in respect of an exclusion, either to the First-tier Tribunal in relation to disability discrimination or the County Court in relation to other forms of discrimination.

12.3 Schools are under a duty to arrange suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five school days. Local authorities are under a duty to arrange suitable full-time education from the sixth school day of a permanent exclusion.

### **13. Drug- and alcohol-related incidents**

13.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need prescription medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. (See First Aid and Administration of Medication Policy.)

13.2 The school will take very seriously misuse of any substances such as glue, gas or 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 given a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social care will be informed.

13.3 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.

13.4 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 given a temporary exclusion. The child will not be readmitted 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.

13.5 If the offence is repeated, the child will be permanently excluded.

13.6 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 care will also be informed.

### **14 Bullying**

14.1 Bullying is *'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'*  
**ANTI-BULLYING ALLIANCE**

Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. – *DFE – Preventing and Tackling Bullying 2017*

More details about different kinds of Bullying are outlined in our Safeguarding Policy & Anti-Bullying Policy

14.2 Our school's response to bullying does not start at the point at which a child has been bullied. Anti-bullying week is an annual theme on our collective worship calendar and where appropriate, bullying is addressed through inclusion in some subject areas such as Personal, Social, Health and Economic (PSHE) Curriculum and also our social, moral, spiritual and cultural (SMSC) education.

14.3 The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. – *DFE – Preventing and Tackling Bullying 2017*

In these circumstances, if it were deemed necessary, devices that have come onto school site and involved in the cyber bullying, will be confiscated and held so that they can be passed directly onto parents or the police depending on the incident.

In instances where this is suspected, incidents are sensitively investigated by the staff member and reported on CPOMS and parents of all involved are notified. If necessary, a member of the DSL team will carry out further investigations and act accordingly, in line with our Safeguarding Policy.

14.4 Pupils are taught safe internet practice at the start of each school year (see the Online Safety policy) and pupils and parents also sign a 'Pupils' Acceptable Use Agreement' at this time. The Parents' Handbook includes information about bullying and pupils, staff and parents are made to feel that they are able to discuss bullying concerns with staff. It is critical that children, staff and parents have confidence in the system for reporting bullying. Pupils may feel more comfortable approaching a peer with their concerns and 'Buddies' are available to pupils at break-times.

14.5 The school's ethos of promoting good behaviour and valuing and respecting each other, permeates throughout school resulting in a safe and calm environment thus reducing the risk of bullying occurring.

## 15 Sexual Violence and Sexual Harassment (SVSH) & other Current Issues

15.1 **Child on Child Abuse** - Sharing nudes & semi nudes/bullying/racism/sexual assaults/physical assault/hazing or initiating child on child abuse, will always be taken seriously and swiftly acted upon. It will not be dismissed as 'banter' or 'part of growing up'. These incidents will be recorded on CPOMS, which all staff have been trained on, and the incident will be dealt with by a DSL who is a member of the SLT. Parents will also be spoken to and if required, the police will be contacted.

These issues will be taught and discussed as part of our PSHE curriculum.

Regular Safeguarding updates, as part of our standing agenda items, will include and highlight these issues and procedures to all staff.

15.2 **Sexual Violence and Sexual Harassment**– Sexual violence and sexual harassment can occur between two children of any age and gender. It can 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.

Like with all safeguarding and behaviour issues our staff will recognise that 'it could happen here' and be vigilant to signs and indicators that a student could be suffering.

15.3 **Sexual Harassment** is unwanted conduct of a sexual nature and can include lewd comments/sexual jokes, physical behaviour e.g. showing sexual pictures, deliberately touching/brushing up against someone, online sexual harassment, upskirting.

We will:

- never tolerate or normalise this behaviour and are very clear it is not an inevitable part of growing up
- not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"
- challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras/pulling down trousers and lifting up skirts
- understand that all of the above can be driven by wider societal factors beyond the school such as, everyday sexist stereotypes and everyday sexist language.
- ensure this is addressed through our sequential RSHE program.
- ensure all incidents are recorded and acted upon swiftly.

All incidents will be recorded on CPOMS, the children will be spoken and parents will be informed. Incidents are monitored by the DSL team who are all members of the Senior Leadership Team.

Victim's will never be blamed or made to feel ashamed for coming forward. We will ensure support for the alleged perpetrator as well as the alleged victim throughout the process. Support can run alongside any sanctions for the perpetrator as we realise perpetrators may be victims themselves.

We will seek advice from other agencies such as police or social care if the case is above early help or internal management.

A school investigation would be carried out which would involve - speaking to the child, informing parents, the police and social care.

## 15.6 Sharing Nudes and Semi Nudes

School staff will report incidents on CPOMS and a member of the DSL team will speak to the children involved. A school investigation would be carried out which would involve - speaking to the child, informing parents, the police and social care.

The message '*We will support you if you make a mistake*' will be heard in taught sessions, especially around the serious issue of sharing nudes and semi-nudes.

## 16 Monitoring and review

16.1 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.

16.2 The school keeps records concerning incidents of negative behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident. Governors monitor the rate of negative behaviour and the types of incidents via the termly Headteacher report.

16.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

16.4 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. Due regard is paid to the DfE guidance Equality Act 2010: advice for school February 2013, updated June 2018.

16.5 The governing body reviews this policy every year. 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.

This policy will be reviewed May 2025

## Appendix 1



### Appendix 1

#### Guidance - Better Behaviour using 3 Steps to Success!

##### Step 1. Statement of reality (what they are doing – like taking a mental photograph and saying what you see!)

- Paul you are walking mud into the kitchen
- James you are making your sister cry
- Ellie you have left your toys all over the carpet
- Jenny you have left the table before finishing
- Frankie you are shouting
- Ray you are .....

NEVER ask a child WHY they are doing what they are doing – it is confrontational and you don't actually need to know why they are doing it – they just need to STOP doing it!

After hearing you use a statement of reality, many children will quickly do something to change the behaviour without having to move further down the script. Remember - you need to give them TAKE –UP TIME to do this rather than stand over them which again can be confrontational. Remember to praise them if they change their behaviour. Should they not change their behaviour, the next part of your script is –

##### Step 2. Describe the behaviour you need to see

- Paul you need to take your shoes off and leave them outside so you don't muddy the floor thanks
- James you need to stop making your sister cry, thank you
- Ellie you need to pick all your toys up off the carpet and put them away, thank you
- Jenny you need to come back to the table and finish your tea before going to play, thanks
- Frankie you need to lower your voice, thank you
- Ray you need to..... thank you.

Rather than prefacing or ending a description of what you need them to do with PLEASE, use THANK you instead. Please can be seen as begging, but thank you carries more of an EXPECTATION that they will do as you have asked them to do. E.g. "Thank you for putting away your books so we can have our dinner at the table Jo!" Jo is more inclined to put the books away there and then rather than you having to nag.

When you use these scripts with a smile in your voice and on your face you are more likely to get positive results.

### **Step 3. Language of choice**

Should they still not do as you have requested you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out

- **Paul if you choose not to take your shoes off then you have chosen not to go round to Tom's again today. It's your choice.**
- **James, if you choose not to stop making your sister cry then you have chosen to go and stay in your room to think about how you've made her feel. Make the right choice.**
- **Ellie if you choose not to pick the toys up and put them away now then you have chosen to put them in a carrier and have them taken away for the rest of the day. It's your choice.**
- **Jenny if you choose not to come back to the table and finish then you have chosen not to go out to play this afternoon. I know you'll make the right choice.**
- **Frankie if you choose not to lower your voice then you have chosen to switch the television off for the next hour. You choose thank you.**
- **Ray, if you choose..... I'm sure you'll make the right choice!**

Although it's easier said than done, you should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse!

Most importantly, if after using the language of choice the child chooses to do the right thing, then you MUST praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made a good choice. Every child loves to be praised on the inside, even though they might not show it on the outside.

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice!

Should the child choose not to do as you have asked, then it's absolutely simple. You calmly follow through with your consequences.

Don't cave in to their protests as you carry out the consequences - if you are consistent, the methods outlined **will** work.

Remember...

Staff should avoid 'Chance Language' when talking to children. If there is a 'chance' the child won't understand the language you are using, then don't use it or take the time to qualify what you are saying using simple terms.

**Please refer to the following DfE publications or further exemplification**

- **Behaviour in schools (advice for headteachers and school staff) February 2024**
- **Use of reasonable force - July 2013 reviewed 2015**
- **Searching screening & confiscation (advice for Schools) July 2022**
- **Preventing and Tackling Bullying (advice for headteachers, staff and governing bodies) July 2017**
- **Keeping Children Safe in Education, September, 2024**

**Also refer to: Positive Handling Policy  
Anti-Bullying Policy**