Purley Partnership Federation

Purley Nursery School

Achieving and growing together

Christ Church Primary School

Nurturing lifelong learners with God's guidance

Behaviour, discipline and anti-bullying policy (Including Exclusion Policy)

Draft policy - awaiting approval

Reviewed January 2026 to be reviewed January 2027

The Positive Behaviour Policy at Purley Partnership Federation is a statement of good practice that covers all aspects of our school and contributes to the development and maintenance of good behaviour and a positive relationship based on our core values. All members of the school are expected to maintain an atmosphere conducive to learning with courtesy and mutual respect as basic requirements.

Aims of the policy

- To help provide a nurturing school environment in order to facilitate effective learning, teaching and play based on mutual respect and positive relationships
- To implement recommendations from the EEF Guidance report 'Improving Behaviour in Schools' (2019)
- To support staff to promote positive behaviour and give guidance for managing behaviour
- To reflect the individual vision, mission and values of each school as set out in their mission statements and in particular the Christian values at Christ Church School
- To encourage positive approaches to Social, Emotional and Mental health (SEMH)
- To encourage adherence to the 6 principles of nurture

6 Principles of Nurture (Boyd & Holmes)

In line with our schools visions and missions statements, we believe that behaviour should be managed in line with the 6 principles of Nurture:

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

Pupils should feel that they belong to a community where they are valued and encouraged to learn and interact with others in a secure and constructive atmosphere.

Children's behaviour is a form of communication. Where behaviour is not acceptable, it is the role of school staff to try to understand why children respond in the way that they do, help them understand their responses, and help them to make positive choices in response to the situations in which they find themselves going forward.

At Christ Church C of E Primary School, the ethos of the Christian faith is communicated through every aspect of school life. Our belief is that every child is loved by God. This policy aims to help us express God's love by ensuring that we offer a safe and welcoming place for all God's children.

"Train up a child in the way he should go; even when he is old he will not depart from it." Proverbs 22:6

This is promoted alongside the **EEF** (Education Endowment Foundation) research on Improving Behaviour in Schools:

- Know and understand your pupils and their influences - Promoted by the way we talk and interact with pupils (see Table A below)
- Teach learning behaviours alongside managing behaviour - Promoted through weekly PSHE lessons and through our Progress Train learning skills in Christ Church and through (daily PSE in EYFS
- Use classroom management strategies to support good classroom behaviour - Promoted through our Learning and Teaching Policy
- Use simple approaches as part of your regular routine - Promoted through our SEND Policy
- Use targeted approaches to meet the needs of individuals in your school - Promoted through both our Learning and Teaching and SEND Policy
- Consistency is key - Promoted by ensuring ALL staff follow our Behaviour Policy consistently.

All staff have a responsibility for promoting and motivating positive behaviour in children through supportive relationships. Strategies staff should be using to motivate positive behaviour include;

Table A

Developing good relationship with children	● Give time to children by ○ Praise, Support, Feedback, Dialogue ○ Listen to them and let them talk through problems ○ Investigate incidents and let both sides have the opportunity to be heard ○ Model positive play ○ Engage and talk with children ● Show an interest in all children ● Catch them being good
Be a role model for behaviour	● Dress smartly and/or appropriately for your role ● Use positive and direct language ● Keep calm ● Be polite and respectful ● Be fair and be seen to be fair
Involve children in helping each other	● Support pupils to share feelings ● Support pupils to understand that some find it difficult to manage their feelings and behaviour ● Support the play leaders in the playground (Christ Church School) ● Support student council at Christ Church School (e.g. give time in class for this) ● Ensure PSHE and PSED (EYFS) lessons are giving enough quality teaching time
Show respect for students and expect respect from students	● Encourage good manners ● Be consistent and do what you say (do NOT make idle promises or threats) ● If a child apologises, accept this in good faith and move on. At Christ Church School this would be linked to their school value Forgiveness. At Purley Nursery School this would be linked to their school value - Caring

Act in a calm manner	● Model empathy ● Take children away from stressful situations or where people are watching ● Anticipate and prevent problems ● Use de-escalation techniques ● Offer options that can be fulfilled ● Try to reassure
Use positive language	● Greet students - as they enter school, when you do the register, saying goodbye at the end of the day ● Use positive instructions (‘Walking please’ as opposed to 'Do not run') ● Use descriptive and genuine praise ● Ensure when dealing with behaviour you are addressing the behaviour not targeting the child ● Use individual, quiet close talk with a pupil when they need redirecting ● Use a raised voice strategically and sparingly ● Compliment students
Communicate with parents	● Keep parents informed of positive and negative behaviour on a regular basis ● Inform parents if a child has been sent out of a room or missed playtime ● Find effective ways to communicate if parents are not regularly at school

Our Federation Rules

The rules of the Federation are:

- **Ready**
- **Respectful**
- **Safe**

We use these 3 rules to ensure our pupils are:
Ready - Ready to learn,
Respect - Respect their peers, Respect staff, Respect the environment
Safe - Safe in their environment, Safe in their relationships

Pupils should receive recognition for making **positive choices**.

- Demonstration of our rules:
  - Ready
  - Respectful
  - Safe

  should receive verbal praise.
- Excellent examples of work (including excellent attitude to a piece of work) can be sent to SLT, who will celebrate this with the child and may send an email home.
- At Christ Church School, pupils or staff members demonstrating the school values should be celebrated with the Executive Headteacher, who will share this in collective worship and will place a leaf on our values tree.

- At Christ Church School, all children will be allocated to a House group - Emerald, Sapphire, Amber or Ruby. Children will be rewarded with housepoints for a range of different behaviours, including:
    - taking care of their learning environment
    - being ready for learning
    - supporting each other
    - demonstrating our learning skills and supporting their peers to do the same

  Housepoints will be counted and the winning team rewarded termly. School council will decide the rewards for the winning house group.

- Pupils/Classes in Christ Church School showing positive behaviour may also be rewarded using our 100 square. Each class will have a 100 square which the teacher will mark when a square has been rewarded.
    - When a class has received a mark on all 100 squares, they will earn 15 minutes extra playtime.
    - As younger pupils require reward more frequently we would envisage classes would complete their 100 square:
    - Key Stage 1 - Once every 2-3 weeks
    - Lower Key Stage 2 - Once per half term
    - Upper Key Stage 2 - once per term

- At Purley Nursery School, pupils or staff members demonstrating the school values should be celebrated as and when the behaviour occurs inline with the age and stage of the child. Praise is shared regularly with peers during group session times and with parents/ carers at end of session collection to reinforce positive behaviour expectations within the nursery. Further celebration can also be shared with parents and carers through individual Seesaw learning journals.

Unacceptable behaviours

While staff aim to try to understand and support children having difficulty managing behaviour, there are a number of behaviours that, despite a child's circumstances, are unacceptable. Unacceptable behaviours are those which cause harm to self, others or property. Unacceptable behaviours include:

- Aggressive behaviour (e.g. hitting, pulling hair, kicking, pushing, using abusive language)
- Violent behaviour (e.g. smashing, damaging or defacing objects, throwing objects)
- Emotional hurtful behaviour (e.g. insults, foul language, abusive language)
- Defiant or disruptive behaviour (e.g. refusal, shouting out, name calling, swearing)

Where a child shows unacceptable behaviour, this is an indication that the child needs ***support*** to bring about a positive change in behaviour. Support is given in a way which is appropriate to the emotional and social development of the children involved.

At PPF we use the language of **'consequence'** rather than **'punishment'**. Punishments are about making children suffer for their mistakes. Consequences focus on teaching children how to do better in the future. Our children have a right to expect natural, fair and consistently applied consequences for poor behaviour. An appropriate or natural consequence is one which is designed to put matters right and encourage better behaviour in future. Thus, it is inappropriate to 'punish' whole groups for the misdemeanours of a few.

Consequences for unacceptable behaviour at Christ Church School range from a verbal reminder, to missing playtime, attending reflection, internal exclusions through to fixed term and permanent exclusion. In the case of any serious incident or recurring low level behaviours , parents will be informed of their child's behaviour and the steps taken to sanction and improve their choices.

At Purley Nursery School, pupils showing unacceptable behaviour will be allocated a nursery adult who will support them to self regulate their emotions and risk assess safety of themselves and others by: positive affirmations to reinforce positive behaviour, change of learning environment/ adult and/ or age appropriate distractions. At all stages across this spectrum, parents will be informed of their child's behaviour and the steps taken to sanction and improve their choices.

Low level behaviour concerns

Pupils who make **low level** (e.g. calling out, not completing work) wrong choices in class, should in the first instance have a warning from the class teacher. If pupils are required to miss some minutes at the start of break or lunchtime due to in class behaviours, it is the **class teacher's responsibility to supervise this** and to use this opportunity to have a restorative conversation with the pupil. Children may also be sent for a short time to complete their learning in the parallel class or with another teacher.

Regular low level concerns:

At Christ Church School if staff notice regular patterns of poor behaviour in class, they should:

- monitor the behaviour for 2 weeks – recording incidents on CPOMS.
- During the 2 week period, teachers will give feedback to parents.
- Following this the teacher and a member of SLT should hold a meeting with parents, either in person or via a telephone call, to discuss further support for improving behaviour and preventing further behaviour difficulties.

At Purley Nursery School if staff notice regular patterns of poor behaviour during nursery sessions, staff should share their concerns with the Lead Teacher during daily nursery team meetings. If age appropriate progress has not been made across the week, staff should notify the Head of School and complete a Record of Concern Form to ensure Safeguarding and SEND monitoring is established.

Mid level behaviour concerns

At Christ Church School pupils who display **mid level** behaviours (e.g. persistent low level behaviours, physical interaction with peers and unkind words) should be sent to **Reflection**. Reflection is held daily during lunchtime and is staffed by a member of the Senior Leadership Team. Reflection is a time for pupils to consider the actions they have taken, address their error and consider how they could modify their behaviour in the future by:

- Asking questions such as 'Where did it go wrong?', 'Where could you have made a different choice?'
- Encouraging them to think about how their actions would look from the other person's point of view.

- Encouraging them to think about how they can ‘make it right’ and what different choice they might make in the future.

SLT will record the reason pupils are sent to reflection on CPOMS. These incidents will be monitored and parents will be informed if their child is regularly in Reflection.

At Purley Nursery School reflection time is carried out directly with the child and adult involved through age appropriate questions focusing on the emotional and physical wellbeing of all involved.

High level behaviour concerns

Pupils who exhibit **high level** behaviours (persistent low and mid level behaviours, violence towards staff and pupils, persistent verbal aggression, destruction or damage to property) will be seen by the Senior Leadership Team immediately. Staff who witnessed the incident should record the incident on CPOMS (Christ Church School) and on Record of Concern Form (Purley Nursery School) and the SLT member dealing with the incident will add an action following the consequence. Consequences might include:

- SLT conversations
- Internal suspensions
- Fixed-term suspensions
- Permanent exclusions

In all cases, parents should be informed.

Where the above support does not bring about a change in behaviour, the Schools may seek advice and support from external agencies e.g. Educational Psychology.

Purley Partnership ONLY uses suspension and exclusion as a last resort.

Types of School Suspension/Exclusion:

Internal Suspension: Pupils may need to be removed from the classroom for a fixed period. This may be for part of a day or for a full day. They will work separately from the class but complete the same activities and learning, as far as possible. This will happen with SLT oversight and parents and carers will be informed.

Fixed Term Suspensions: These are short-term suspensions and pupils must be given a date for return to school. A return date should be given to parents in the letter informing them of the suspension.

Lunch Time Suspensions: Pupils whose behaviour is disruptive at lunchtime may be suspended for the lunchtime session; this is recorded as a fixed period suspension of ½ day. A return date should be given to parents in the letter informing them of the lunchtime exclusion period.

Permanent Exclusions: Permanent exclusion is the most serious sanction a school can give if a child does something that is against the school’s behaviour policy. It means that the child is no longer allowed to attend the school pending the outcome of the exclusion process. Permanent exclusion should only be used as a last resort.

Suspension/Exclusion Process: Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. Suspension/exclusion will only be used as a last resort, in response to

- A serious breach or persistent breaches of the school's behaviour policy.
- Circumstances where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- Significant violence towards pupils and/or staff.

The behaviour of a pupil outside school can be considered grounds for a suspension/exclusion. Only the Executive Headteacher/ Head of School (or the deputy headteacher acting in their absence) can suspend/exclude a pupil and this must be on disciplinary grounds. A pupil may be suspended or excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.

A fixed-period suspension does not have to be for a continuous period. In reaching a decision to suspend we will consider any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying. The decision to suspend a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race.

The legal requirements relating to suspension or exclusion, such as the Executive Headteacher/ Head of School's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day (Christ Church School only) for statistical purposes and in determining whether a governing board meeting is triggered.

If a pupil is suspended or excluded, the parents will be notified immediately by telephone. They will be asked to attend the school to receive in writing relevant information and to collect their child. This will include the period of the suspension or exclusion and the reason(s) for it. This will also be provided in writing with information regarding the parents' rights to make representations about the suspension or exclusion to the governing board.

Alternative Provision:

All children have a right to education. At Christ Church School, staff will take reasonable steps to set and mark work for pupils during the first five school days of an exclusion (or each day of a fixed term suspension); and alternative provision will be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after an exclusion.

If alternative provision is being arranged, parents will be informed of:

- The start date for any provision of full-time education that has been arranged for the child during the exclusion;
- The start and finish times of any such provision, including the times for morning and afternoon sessions where relevant;
- The address at which the provision will take place; and
- Any information required by the pupil to identify the person they should report to on the first day.

Return to School following suspension:

Following a suspension, we will reintegrate the pupil when they return to school. Parents and pupils will be expected to join a meeting following a suspension.

The Executive Headteacher/ Head of School may withdraw a suspension or exclusion that has not been reviewed by the governing board. Any decision of a school, including suspension or exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or exclusion decision we will apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen.

Parents' Right to dispute a suspension:

If a parent or carer disputes the suspension then they are able to ask the school's governing body to overturn the suspension or exclusion if:

- The child has been suspended for more than 5 days
- The suspension means they'll miss a public exam or national curriculum test.

If the suspension is for 5 days or fewer, parents can still ask the governors to hear their views, but they are not able to overturn the decision. Where parents dispute the decision of a governing board not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents 1 Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014, amending the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

Use of Physical force

Use of physical force should only be used in exceptional circumstances when a child is at risk of harming self or others or significant damage to property. Staff will receive training in appropriate techniques to safely and positively move children, where necessary. Use of 'holds' or 'restraint' should be logged on CPOMS (Christ Church School) and Record of Concern Form (Purley Nursery School) and in the Bound and Numbered book (kept in the EHT office).

It is unlawful for physical force to be used as a punishment or consequence for behaviour in school.

Behaviour management in the Early Years

The Early Years have clear and consistent reminders for pupils, delivered through their PSE curriculum. Children are praised for their efforts and achievements both verbally and through the use of positive incentives.

Time- outs can be used in the EYFS to give children time to calm, think and talk through their actions.

All children will be encouraged to 'make things better' through apology / discussion / structured play.

Search and Confiscate

Staff may search and confiscate without consent if they suspect a child is carrying weapons, drugs, pornographic images, illegal drugs, tobacco, fireworks, alcohol, any item banned by school rules or any item that has been or may be used to commit an offence. At PPF this would always be **undertaken by 2 members of staff.** The parent will be contacted to attend if possible.

If the police are required to search a pupil, PPF policy states that the parents will be called immediately. If a parent is unable to attend, a member of SLT will support as the child's nominated adult.

Behaviour outside school

Children travelling to and from school, wearing school uniform, taking part in any school-related or school-organised activity or otherwise identifiable as a pupil of the federation schools are expected to behave with the same high standards as when they are in school. Their positive contribution to the federation schools' reputation beyond school will be acknowledged. In Christ Church Primary School, appropriate support and consequences as outlined above will be applied where children's behaviour beyond school time or beyond the school gate is unacceptable.

Equal opportunities

The schools have to deal with each pupil on an individual basis. Staff must act reasonably and take account of:

- Age of the pupil.
- Special Educational Needs and Disability – The schools have a statutory duty to make special provision for children with SEND.
- Disability - The schools have a duty under the Disability Discrimination Act to make reasonable adjustments to take account of a pupil's disability.

There are circumstances in which some children may be treated differently.

The schools are proactive in identifying and supporting children with SEND. Children who express their needs through Behavioural, Emotional and Social Difficulties may have difficulties that are a barrier to learning and persist, despite the implementation of an effective school behaviour policy and personal and social curriculum.

The schools work to ensure that there is no discrimination because of a pupil's SEND and will take steps to support such pupils. Where behaviour is persistently difficult or challenging the schools may:

- Develop additional support plans.
- Seek support and follow advice from alternative short stay provision.
- Ensure staff have the requisite information about certain children.

- Ensure vulnerable children have an adult who knows them well who can act as a reference point for other staff.
- Ensure vulnerable children take some responsibility for communicating their needs.
- Ensure vulnerable children have an agreed means for removing themselves from tense situations.
- Refer to other agencies such as CAMHS for advice.

If parents or carers are unhappy with the management of behaviour within the schools, they should contact either the Executive Head Teacher or the Head of School at Purley Nursery School for further clarification as applicable.

PPF Anti-bullying policy

The federation acknowledges that 'bullying is a significant issue for children in primary schools'. Christ Church Primary School addresses bullying within the framework of Christian beliefs and values starting with the conviction that every child reveals the divine nature of God's creation.
"Church of England schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life."
(Valuing All God's Children Guidance for Church of England Schools on Challenging Homophobic Bullying May 2019).

Bullying (physical and psychological intimidation), cyber bullying, racial bullying, homophobic bullying (because of their perceived or actual sexual orientation) and sexual harassment are unacceptable. This can affect the atmosphere and sense of community within the schools. It is essential that the strategies laid down in this Behaviour Policy are used if the situation arises. There are clearly defined mechanisms for both pupils and parents and carers to use. The aim of this guidance is to protect children from having their self-worth diminished and their ability to achieve impeded by being bullied.

THE STAFF, CHILDREN AND GOVERNORS OF PURLEY PARTNERSHIP FEDERATION WILL NOT TOLERATE BULLYING OF ANY KIND.

Is it bullying or just a fall out? There are three agreed defining features of bullying:

1. the victim is targeted by an individual or group on a regular basis
2. there is intention to harm or humiliate
3. there is a power imbalance, the victim is fearful of those targeting him or her

When all of the above are happening, it is highly likely that this is a bullying situation.

Bullying could be any of the following:

- Persistent incidents of physical or verbal abuse involving the same children.
- Persistent incidents of physical or verbal discriminatory abuse involving the same children.
- Ongoing overt or subtle intimidation.

- The wilful conscious desire to hurt, threaten or frighten someone else.
- Prolonged or repeated taunting.
- Repeated deliberate isolation of an individual.
- The use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else as outlined above. This is cyberbullying.

Bullying is selective, intentional, often secretive and repetitive

The aim of this policy is to:

- Prevent bullying.
- Deal with bullying if it occurs.

Prevention

- We will help to prevent bullying by:
    - Raising awareness through the general curriculum, PSHE curriculum and in Christ Church Primary School through Collective Worship. Challenging children and adults to ensure that they work towards a consistently welcoming culture for all under the gospel mandate to *'love your neighbour as yourself'*.
    - Providing opportunities for groups to discuss bullying.
    - Role-playing situations so that children learn to cope better with bullies.
    - Enabling bullies to see things from the victim's point of view.
    - Using social stories for some children.
    - Ensuring older children revisit the 'E-Safety rules' agreement each year as appropriate.
    - Teaching e-safety as an integral part of the Computing curriculum.

- Both schools will provide a safe environment for children to present worries to those adults who can support them. For older children, the class teacher may introduce a 'worry box' and staff will be available during lunch and breaktimes should a child want to share a worry or concern
- Both schools will encourage everyone to be tolerant of others regardless of race, gender, perceived or actual sexual orientation, religion, culture or disabilities.
- Both schools will make new children and visitors welcome. New children will be supported through a settling-in process.
- Both schools will be considerate, compassionate, caring and courteous towards each other.
- All children will be encouraged to speak out against bullying by telling any member of staff, or an adult at home who can come to tell staff about it.
- All children will be encouraged to speak out against anything that they perceive to be discriminatory.
- The incident or report will be taken seriously and dealt with as soon as possible.

Procedures and actions

Any bullying will be reported to either the Executive Headteacher or Deputy of Christ Church School or the Head of School at Purley Nursery School as applicable, who will investigate the incident.

- Colleagues should be informed if the incident arose out of a situation where everyone should be more vigilant, e.g. unsupervised toilets, playground groups, games, etc.

- The child's teacher should be informed.

- Both sets of parents and carers should be informed and bullying dealt with as outlined in the behaviour policy above.

- Appropriate steps should be taken to ensure that the bullying stops and that both the victim and the bully are supported.

In the case of cyber bullying:

- Advise the child not to respond to the message.
- Secure and preserve any evidence.
- Inform the sender's email service provider.

Equal Opportunities

For children with behaviour difficulties which have been identified through SEND, strategies should be used from their individual support plan to manage their behaviour and advice sought from the SENCO. In Christ Church Primary School, Lunchtime Supervisors will relay any information regarding different strategies for SEND children to other lunchtime supervisors.

Communications with parents and carers

In Christ Church Primary School, during the normal operation of school, staff will accompany children to the playground after school to see parents and carers for brief queries or call them by telephone. Teachers may also contact parents and carers by phone after school ends if there have been any issues. Parents and carers can make appointments through Christ Church Primary School office for a more in depth meeting with teachers if required.

At Purley Nursery School, nursery staff are available to speak to parents/ carers either face to face or by phone at the end of their child's nursery session. Practitioners may also contact parents and carers by phone after nursery school ends if there have been any issues which need to be addressed on the day.

The Executive Headteacher or Deputy of Christ Church Primary School or the Head of Purley Nursery School, as applicable, will contact parents and carers if children have been involved in bullying, exclusions, serious incidents or persistent incidents.

<u>Please also refer to:</u>

- Equality Policy
- RE and PSHE Policies
- Collective Worship Policy
- Christ Church Primary School Home School Agreement
- Code of Conduct
- Early Years Policy