



Trinity Church of England/Methodist Primary School

— BUCKSHAW VILLAGE —

Headteacher: Mrs Jill R Wright

✉ head@trinitybuckshaw.lancs.sch.uk

Policy for School Discipline

1. Statement of Principles

Trinity is a Christian school with a caring environment in which each individual made in the image of God is valued as special and is encouraged to reach their full potential while enjoying life in all its fullness.

Aims

- Develop a whole school policy for positive behaviour expectations which is supported by the whole school community and underpinned by Christian values.
- Apply positive strategies to create a caring, family atmosphere in which teaching can take place in a safe and happy environment.
- Teach positive behaviour and reward it by providing a range of rewards for children of all ages and abilities.
- Teach Christian values and attitudes as well as knowledge and skills in order to promote responsible behaviour, encourage self discipline and encourage in children a respect for themselves, for other people and for property.
- Make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- Treat sympathetically problems as they occur, always looking for improvements in behaviour and giving children the opportunities to improve.

2. Context

This policy has been written in accordance with the Education and Inspections act 2006.

This policy should be read in conjunction with related policies below:

Health and Safety Policy

Safeguarding Policy

Restrictive Interventions Policy

Attendance Policy

Single Equalities Policy

Teaching and Learning Policy

Anti Bullying Policy

Home – school Agreement

Special Educational Needs Policy

School Uniform Policy

Complaints Policy



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3. Classroom Management

- All members of the school community are asked to respect each other.
- All children are expected to respect their fellow pupils and all the adults in school.
- All children are expected to respect other people's property and to take care of our school.
- All children are expected to be punctual and to be wearing the correct school uniform.
- We expect that children will be well behaved, well mannered and ready to learn.
- Foul or abusive language must not be used.
- Physical violence is not acceptable. Children will be taught not to retaliate. Serious incidents will lead to exclusion.
- All children must report grievances against another child to an adult who will deal with it in line with this policy.

This code of conduct aims to keep the whole school community safe and to ensure children are free from distractions and ready to learn.

Teachers also have responsibilities to ensure consistency in creating a successful learning environment, differentiating according to children's abilities and developing children's social and emotional skills.

4. Behaviour Expectations

The major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and rewards linked to our behaviour expectations and to emphasise the importance of Christian values in daily life.

Children will be given rewards by all members of staff as often as possible when they are found to be demonstrating the expectations.

Children will also be taught exactly what the expectations mean through Behaviour Expectations lessons, throughout the academic year with regular re-caps.

There are four behaviour expectations.

At Trinity we ALWAYS:

- Follow instructions.
- Show respect to everyone
- Show respect for property
- Are ready to learn



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Each of these expectations has directions on our grid as to how children can meet the behaviour expectations. (Please see appendix 1.)

The expectations are described for 5 main areas of school life, the classroom, dining room, playground, corridor and toilets. The expectations will be displayed in each location as reinforcement and reminders.

5. Rewards

- Verbal praise for following behaviour expectations
- Awards assembly each week : Stars of the week / Headteacher's Award for behaviour for learning
- Stickers for following behaviour expectations
- Positive comments to parents
- Sent to another member of staff to reinforce success and praise
- Certificates for lunchtime behaviour
- Golden tickets
- Attendance and progress awards annually
- Praise sent home – postcards, telephone call, note
- No yellow sheets letter termly

6. Sanctions

Sanctions may vary according to the age of the pupils and any other special circumstances that affect that pupil.

The Headteacher may limit the power to apply particular punishments to certain staff and / or extend the power to discipline to adult volunteers, for example on a school trip.

A sanction must be proportionate, i.e. be reasonable in all the circumstances and that account must be taken of the pupil's age, any SEND or disability they may have and any religious requirements affecting them.

Possible sanctions imposed are as follows:

- Talk to the child and discuss what has happened.
- Use the traffic light system to give a visual warning to pupils following on from a verbal warning. Initially a pupil will receive a verbal warning, if they need further warnings they would then move their name onto red. Then their behaviour would be discussed with the class teacher and reminders given to make better choices and which behaviour expectation they need to think about and act on. If negative



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behaviours were still being exhibited by a child, they would again receive verbal warnings/reminders and if this continued a yellow sheet would then be issued.

If necessary:

- Redirect the child to another activity.
- Move the child to work on their own within the classroom.
- Redirect the child to another classroom or group room, with another adult, to enable child to re-focus on set tasks.
- Behaviour modification programme (Star chart etc)
- Parental involvement

We use a system of red and yellow sheets to record incidents of minor and major misbehaviour and their consequences.

Yellow sheets

These are to be completed by any member of staff. The area of concern is indicated in the tick boxes and the child completes their comments in the space provided. In order to complete a yellow sheet a child may be removed to another classroom.

On completion of a yellow sheet the child's comments will be discussed and any appropriate further sanctions will be decided upon. This discussion may be with the class teacher, SENDCO, Assistant Headteacher or Deputy Headteacher as appropriate.

All yellow sheets for each class are to be recorded on the internal system by the class teacher. If a child gets two yellow sheets, they will discuss this with a member of the Senior Leadership Team. Three yellow sheets in one week must be referred to the Headteacher on a red sheet.

Red sheets

Red sheets are to be used in incidents involving major behaviours.

The area of concern is indicated in the tick boxes and discussed immediately with the child, if appropriate.

The red sheet is completed by the Headteacher/Deputy Headteacher (or member of SLT) and parents informed.

Sanctions may include:

- verbal warnings as to future conduct.
- Missed playtimes.



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- Withdrawal from class.
- A letter or phone call to parents informing them of the problem.
- Meeting with parents.
- Case conference with parents and support agencies.
- Fixed term suspension.
- Permanent exclusion. Parents have the right of appeal to the Governing Body against any decision to exclude.
- For repeated disruptive behaviour at lunchtimes a child may be excluded from school at lunchtimes.

Child-on-child Abuse

Any incidents involving allegations of child-on-child abuse, will be reported immediately and directly to the Designated Safeguarding Lead by a member of staff. These will then be clearly recorded and investigated by the DSL in line with safeguarding procedures. (See Safeguarding Policy.)

Procedures for Dealing with Major Breaches of Discipline

If a child violently attacks another child or adult and does not respond to requests to calm down, physical restraint may be necessary.

The child should be removed from the situation and taken to a place where they can be allowed to calm down.

A referral sheet should be completed.

Detention out of school hours will not be used.

Exclusion

The decision to exclude is taken by the headteacher and this may be for a fixed term suspension or permanent exclusion. The headteacher will take into account the circumstances, evidence available and the need to balance the interests of the pupil against those of the whole school community.

The following are examples of behaviour which will not be tolerated and warrant possible exclusion:

- Extreme or violent physical abuse to a member of staff or another child
- Persistent disruptive behaviour that does not allow children to learn or teachers to teach.



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The behaviour of pupils outside school can be considered as grounds for exclusion. This will be a matter of judgement for the headteacher in accordance with the school behaviour policy.

For a fixed period exclusion of more than five school days, the governing body must arrange suitable full-time education for any pupil. This provision must begin no later than the sixth day of the exclusion. It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin no later than the sixth day of the exclusion.

In addition, where a pupil has a statement of SEND, the local authority must ensure that an appropriate full-time placement is identified in consultation with the parents, who retain their rights to express a preference for a school that they wish their child to attend, or make representations for a placement in any other school.

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 include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Criminal Law

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Malicious Communications Act 2003 and the Public Order Act 1986. For example under the Malicious Communication Act 1988 it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.



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Conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

Where behaviour is inappropriate, staff may discipline for any misbehaviour when the pupil is:

- Taking part in any school organised or school related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school

Or where the above does not apply but the inappropriate behaviour

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

The same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

7. Preventing Bullying

Bullying is unacceptable and treated very seriously by all members of staff.

We aim to develop a caring culture based on Christian values where everyone values respect.

We treat each other with respect in the way we communicate.

The school building and everything in it is treated with respect.

Everyone sees the importance of respecting each other's feelings.

Procedures for incidences of bullying are found in our Anti Bullying Policy. Prevention of bullying is encouraged through our PSHE curriculum, through worship and the staffing of areas at play and lunchtimes.

8. Confiscation of inappropriate items

If we suspect that a child is carrying or concealing an inappropriate item, a member of staff will:

1. Ask the child to hand over the item or empty their pockets or bag containing the item.
2. If the child refuses to do so, parents will then be contacted immediately and the child will be supervised by 2 members of staff until the parent arrives.



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3. If it is suspected that there is a risk of harm to other children or staff, appropriate agencies will be contacted immediately, in line with the Safeguarding Policy.

There are two sets of legal provisions which enable school staff to confiscate items from pupils :

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
2. Power to search without consent for 'prohibited items' including:
 - a. Knives, bladed items and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen items
 - e. Tobacco and cigarette papers or E-cigarettes/vapes
 - f. Pornographic images
 - g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

9. Power to use reasonable force

In our school we have a no contact policy. Please refer to the Restrictive Interventions Policy for further details.

10. Roles and Responsibilities

The governing body is responsible for setting general principles that inform this policy which the Headteacher operates on a day-to-day basis.

The Headteacher is responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among pupils.



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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. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

We expect all parents to support this policy; communication about any aspect of this policy and its application should be directed to the headteacher.

Parents can help by:

- recognising that an effective school behaviour policy requires close partnership between parents, staff and children.
- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- Attending Parents' Evenings, parents' meetings and by developing informal contacts with school.
- Informing school of any changes in home circumstances which may affect a child's behaviour or performance.
- Modelling appropriate behaviour to all members of the school community when on school premises, especially showing respect.

11. School Support Systems

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability. This is in accordance with the SEND code of practice. We recognise that a child with social, emotional and behaviour difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on our school SEND list. An individual behaviour plan will be established in consultation with the child and his/her parent. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to our learning mentor and/or referral to an appropriate outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular pupil.

Further information on the school's approach to inclusion is outlined in the SEND Policy.



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We fully recognise the need to ensure that staff access appropriate training and pastoral support to help them manage pupils who present challenging behaviour. This includes following allegations as a result of reasonable force.

12. Consultation, monitoring and evaluation

The Headteacher monitors the effectiveness of this policy on a regular basis. They report to the governing body and makes recommendations for further improvements.

The policy is reviewed annually with all staff in order to influence and develop good practice.

The school keeps yellow and red sheets as records of incidents and monitors the frequency of behaviours and their location in school. The governing body also monitors rates of fixed term and permanent exclusions.

It is the responsibility of the governing body to ensure the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non statutory guidance The Duty to Promote Race Equality: A Guide for Schools, and that no child is treated unfairly because of race or ethnic background.

Policy updated by: Jill Wright (Headteacher)
Kirsty Doherty (Assistant Headteacher)

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Amended April 2026



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Behaviour Expectations Grid

	Classroom	Playground	Dining Room	Hall/ Corridor	Toilets
Follow Instructions	Do as we are asked the first time by any adult.	Do as we are asked the first time by any adult.	Do as we are asked the first time by any adult.	Do as we are asked the first time by any adult.	Do as we are asked the first time by any adult.
Show Respect for Everyone	Listen to others. Take turns talking. Be kind to others.	Be kind to others. Use appropriate language	Be a Terrific Tablemate	Walk quietly and calmly. Listen to others.	Take turns. Keep clean.
Show Respect for Property	Look after property. Put things in the right place.	Look after the living world and equipment.	Be a Terrific Tablemate Keep the dining room tidy.	Walk quietly on the left. Hang up coats and bags.	Use the toilets properly Keep clean.
Are Ready to Learn.	Good sitting. Good looking. Good listening. Give it a go.	Line up quietly and calmly. Walk into class quietly and calmly.	Be a Terrific Tablemate Eat quietly and calmly.	Walk quietly and calmly. Be in the right place at the right time.	Use time well. Go to the toilet at playtimes