

Under Consultation

Behaviour Policy and Statement of Behaviour Principles



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Our policy is based on the principle of provision, not tolerance

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for Headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for Headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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](#). In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our Funding Agreement and Articles of Association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism Theft
- Fighting

- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

4.1 Rationale:

- Bullying, both verbal and physical, will not be tolerated at Temple Hill Primary Academy.
- It is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the school community.
- In our school we believe that children have a right to feel welcome, safe and happy. It is everyone's responsibility to ensure that everyone is treated the same.
- The school holds the burden of proof in all cases and without proof or admission of guilt exclusions will not be permitted.

4.2 Objective:

This policy outlines what we will do to prevent and tackle bullying. This Policy has been drawn up through involvement with the whole school community and with regard to this policy.

4.3 Aims:

At Temple Hill Primary Academy we aim to:

- Prevent bullying through encouraging respect for everyone and their belongings
- Raise pupils' awareness that bullying will not be tolerated
- Challenge attitudes about bullying behaviour, increasing understanding for bullied pupils and by establishing an anti-bullying ethos in our school

The Trust Anti-Bullying Strategy can be viewed on the policy page of our Trust and school websites.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour > mplementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's

behaviour

- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- Take part in the life of the school and its culture
- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards.

Pupils are expected to:

- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

- Pupils are expected to follow their schools behaviour strategy and curriculum.
- Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

- There are any plans in place to mitigate the risks of distraction, disruption, bullying and abuse in each of our schools.
- There is a particular area where phones should be stored during the school day for children who are in year 6 only. The year 6 team will inform parents and carers of the procedures and expectations every year as part of our meet the teacher events.

7. Rewards and sanctions

- It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.
- **Praise** has a reinforcing and motivational role. It helps a child believe they are valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

7.1 Rewards

- Favourable comments can be entered on pieces of work.
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life.
- Recognition can be given to success of differing kinds in assemblies, e.g. core values, certificates, trophies, prizes.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to SLT for commendations or Head of School gold stickers.
- Specific privileges can be awarded to individuals/groups of children, e.g. Playground Monitors, Corridor Monitors
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playground Monitors, Role models (wristband wearers), School Council, House and vice house captains etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.
- Celebration assembly includes certificates (Star of The Week and Values Certificates [which also include wristbands]) and other recognition.

7.2 Whole School Reward System: 'Behaviour points'

- As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'Behaviour points'. Behaviour points may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include: -
- Particularly good work/effort – Gold stickers – 2 points.
- Displaying one or more of the school's core values – value stickers and wristbands (wristbands are worth 5 points)
- Displaying a caring attitude towards others – value stickers and wristbands (wristbands are worth 5 points)
- Staying on task etc. Gold stickers – 2 points.

Item	Points
Star of The Week certificate	5 points
Values certificate (and wristband awarded)	5 points
Gold stickers	2 points
Reading Star of The Week/AR	2 points
Attendance	2 points
Maths/TTRS	2 points
Certificate	2 points

- Behaviour points can be gained for a Head of School gold sticker, certificates or one of our core value wristbands.
- Behaviour points can be awarded by any staff member to any child at any time. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

7.3 Dojo Points

- Dojo points can be awarded by any staff member to any child at any time. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.** When a child reaches 20 Dojo points, they are then sent to a member of SLT to 'redeem' these as positive behaviour points on Arbor. The points count towards the class total, and indeed the whole school house total.
- Dojo points are set. This means that each class have the same set of 'skills' that they can award points for. Each 'skill' has a set number of points. This is to ensure consistency across the school.
- Dojo is used across the school.

7.4 Certificates

A weekly assembly is dedicated for the praise and recognition of our children here at Temple Hill Primary Academy.

7.5 Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, AHT for Inclusion and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e. 'That did not show our school value of respect because...' and not 'You are a silly boy'.

7.6 SANCTIONS PROCEDURE FLOWCHART

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgment is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, suspension or permanent exclusion.**

However, as a general rule for minor misdemeanors, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs, or if learning is disturbed/stopped:

Step 1 (Classroom teacher/Adult)

Give a warning: Move yellow card sideways

- Plus: repositioning, separating etc. if required. Children stay on warning even if behaviour improves (as this shows when the next steps in the behaviour system are necessary). In class techniques used to get children 'back on track' or to remind them of expected behaviour are still to be used. This is Step 1 of the sanctions procedure, NOT the first thing staff do. Reasonable adjustments are made for children who need them.



If behaviour improves leave warning all day

Step 2 (Classroom teacher/Adult)

Give a yellow card:

- CT now initiates restorative conversation and gets an agreement on how behaviour will now change from the child. This allows the child to take responsibility for their actions.
- Children should be fully aware that this means they have now lost the next available playtime and if behaviour does not correct itself then the child will receive a red card and then lose lunch.
- Escort child to Detention area with SLT on duty.
- Record all relevant information Arbor.
- Log onto behaviour tracking format (Arbor) and deduct a behaviour point.

*If behaviour improves return to lesson. Card stays on yellow (as this shows when the next steps in the behaviour system are necessary). If not or if child refuses, move to **Step 3a***



If behaviour improves leave yellow card all day

Step 3a (Classroom teacher/Adult)

Give a Red card:

- CT now initiates restorative conversation and gets an agreement on how behaviour will now change from the child (continuing to build positive relationships). This allows the child to take responsibility for their actions. Record all relevant information Arbor.
- Child now misses next available lunchtime. At lunchtime child is escorted to the Detention area with SLT.
- Contact home (1st contact) to inform lost lunchtime.
- Log onto behaviour tracking format (Arbor) and deduct red behaviour points.



*CT write the name of the child on the board (or make a mental note) and put card back to Green. If behaviour still doesn't improve, move to **Step 3b**.*

Step 3b If a child receives a second Red Card in the same day

- Mentor called to speak with child to initiate restorative conversation and gets an agreement on how behaviour will now change from the child (continuing to build positive relationships).
- Isolation lasts as long as directed by the child's behaviour. It is the intention of the team to return the child to learning as soon as possible.
- Parents informed of second Isolation by phone call (2nd contact) and warned that they may need to collect if behaviour continue and does not improve.
- Child now informed that they will now have to spend time in Lifeboat for internal exclusion (if applicable).
- Log onto behaviour tracking format (Arbor) and deduct red behaviour points.

If behaviour improves return to class and put their card back to Green but record child's name on board/make a mental note for the second time.



Return to class and change card to Green and write name on board again

Step 4 If a child receives a third Red Card in the same day

- Child to be taken to the member of SLT on duty/SLT informed
- Contact parents (3rd contact) that behaviour has not improved despite warnings and previous consequences and therefore child will need collecting for a half day suspension. Same day suspension if child collected before 1:15 (R, Y1, Y2, Lighthouse), 1:30 (Y3, Y4), 1:45 (Y5, Y6). If child is collected after these times, suspension continues until 1:00 (R, Y1, Y2), 1:15 (Y3, Y4), 1:30 (Y5, Y6).
- Parents to attend reintegration meeting. Learning Support Plan created during such meeting.
- Front door/KCC paperwork is completed and this is treated as a half day suspension.
- **Extreme Behaviour: If a child swears at or assaults an adult the child will receive a 1-day fixed term exclusion (the next full session) regardless of how many red cards have been issued. If this behaviour is repeated it may result in a permanent exclusion.**

Learning Support Plan - Behaviour Chart

DHT/SLT for Inclusion if appropriate/Class teacher)

- **Meeting with parents** arranged to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc. Outline what happens if behaviour does not improve.
- SLT Creates a Learning Support Plan and all stakeholders are informed.
- Consider Early Help Notification so that Involvement of all necessary agencies can be considered e.g. Behaviour Support, Educational Psychologist etc. Contact and inform **DHT for Inclusion**.
- SMART targets for behaviour agreed. Shared with the child using visual symbols if needed.
- Clear rewards/consequences identified for success/failure.
- Weekly/daily feedback to parents sent home with child unless CT can pass to parent.
- Learning Support Plan to last a minimum of two weeks/a maximum of 6 weeks, and reviewed weekly. After the end each week, Head of School decides whether child moves from Learning Support Plan.
- Learning Support Plan to be scored with a Smiley face/5 if child has stayed on Green, Straight Face/3 if a yellow card has been given or a Sad face/1 if indeed a red card has been given.

- If a child gets a red or yellow card, same sanctions apply (**2, 3a and 3b**)
- The Learning Support Plan may be extended if child requires it as an incentive.

If targets are achieved remove from the Learning Support Plan. Child can only go back on support plan once more. A child can only move to contract on the authority of the Head of School/DHT Behaviour.

If Learning Support Plan failed, move to **Step 5**

Second suspension within 1 week

- Contact parents to explain behaviour and consequence – suspension – 1 day.
- Child returns at the end of lunchtime the following day if child is collected before 1:15 (R, Y1, Y2, Lighthouse), 1:30 (Y3, Y4), 1:45 (Y5, Y6). If child is collected after these times, suspension is for the whole of the next day.
- Child to have max 2 more suspensions. If child has 2 more, go to final step.

If a child receives 5 red cards in a term A MEETING WITH PARENTS IS NOW ORGANISED.

- Contact parents (4th contact) to invite in for meeting to discuss Learning Support Plan and create a Contract (behaviour contract conditions MUST be met).



Child does not return to class

Step 5 (SLT /AHT for Inclusion/Class Teacher) Contract created

- **Meeting with parents** to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc. Outline what happens if behaviour does not improve.
- SLT Creates a Learning Support Plan and all stakeholders are informed
- Targets to include generic targets of **'I must not disrupt learning' and 'I must do what I'm asked, when I'm asked'**
- Contract to last a minimum of two weeks, a maximum of 6 weeks, and reviewed weekly.



*If contract is broken then move to **Step 6. This step can involve the following sanctions:***

Step 6.1 (SLT /AHT for Inclusion, Class Teacher) Fixed Short Term Exclusion up to 5 days

- **Meeting with parents** to investigate possible causes/alternative strategies and to inform them of decision.
- Parents, Chair of Governors, Head Teacher & LA Officer informed by letter. Produced by Office Manager.
- Parents/carers may appeal to Chair of Governors on decision.
- Digital front door paperwork completed.
- Upon return to school, child, parent or carer, SLT, Class Teacher to attend a reintegration meeting. New contract created with different sanction.



Step 6.2 (SLT /SENCO, Class Teacher) Fixed Long-Term Exclusion up to 15 days

- **Meeting with parents** to investigate possible causes/alternative strategies and to inform them of decision.
- Parents, Chair of Governors, Head of School & LA Officer informed by letter. Produced by Office Manager.
- Parents may appeal to Chair of Governors on decision.
- Digital front door paperwork completed
- Upon return to school, child, parent or carer, SLT, Class Teacher to attend a reintegration meeting. New contract created with different sanction.



Step 6.3 (SLT/DHT for Inclusion, Class Teacher, Pupil Discipline Committee, Head of School/Assistant Head teacher)

Permanent Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).

- Discipline Committee either reinstate or uphold exclusion.
 - Parents notified of right to appeal.
 - If appeal successful, or reinstated child stays on Contract with Permanent Exclusion as consequence.
 - If appeal unsuccessful, remove child from school roll.
- Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Peer on Peer sexual abuse or sexual harassment.
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

Sanctions Procedure: Playtime/Lunchtime

If unacceptable behaviour occurs:

Step 1 (Dinner Supervisor/Duty Staff) Give a warning:

- Give first warning. Include Polite but firm request, discussion, separation etc.



If unacceptable behaviour continues:

Step 2 (Dinner Supervisor/Duty Staff) Sit out for 5 minutes:

- Give second warning. Include Polite but firm request, discussion, separation etc.

FROM NOW ON NO MORE WARNINGS: TAKE ACTION.

Step 3 (Dinner Supervisor/Duty Teacher) Child taken to detention area for remainder of playtime

- Details recorded on Arbor by SLT as playtime incident – red card.
- Class teacher informed.

If child refuses or if behaviour is more serious move to Step 4.

Step 4 (Dinner Supervisor/Duty Staff/SLT involvement)

- Member of SLT sent for and takes over responsibility.
- Child removed from playground.
- Child stays in isolation for remainder of playtime/lunchtime.
- Details recorded in Arbor by SLT as playtime incident – red card.
- Class teacher informed.
- Directed play maybe considered.

If a child's behaviour at Play or Lunchtime does not improve then move to Step 5

Step 5 (Dinner Supervisor/Duty Staff, SLT) Playtime/Lunchtime Learning Support plan.

- **Meeting with parents** to investigate possible causes/alternative strategies i.e. parents working
- SLT Creates a Learning Support Plan and all stakeholders are informed
- Directed play will be actioned for all/part of playtimes
- Educational Psychologist etc. Contact **DHT for Inclusion**.
- Clear/realistic targets for behaviour agreed.
- Clear rewards/consequences identified for success/failure.
- Weekly feedback to parents sent home with child unless CT can pass to parent.
- Behaviour Support Plan to last a minimum of two weeks/a maximum of 6 weeks, and reviewed weekly.
After the end of each week, Head of School decides whether child moves from Plan.
- Learning Support Plan to be scored with a Smiley face/5 if child has stayed on Green, Straight Face/3 if a yellow card has been given or a Sad face/1 if indeed a red card has been given.
- If a child receives Isolation, same sanctions apply (**see 3a & 3b**)
- Children can come off plan if they are awarded a 5 for every session over a period of two consecutive weeks.

- This Support Plan may be extended if child requires it as an incentive.

A child can only be removed from Playtime/Lunchtime Behaviour Support Plan by Head of School/DHT Behaviour. If behaviour does not improve then further sanctions may apply. (See Step 6 above)

8 ZERO TOLERANCE

Temple Hill Primary Academy operates a **ZERO TOLERANCE POLICY** on swearing, deliberately damaging property, deliberately hurting another pupil, sexual harassment or peer on peer abuse. If a child swears or deliberately hurts another pupil then the child will be issued a red card and escorted to SLT immediately. This Isolation will last as long is required to resolve the situation and restore an attitude that is conducive to learning.

8.1 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive

(Decided on a case-by-case basis)

Sanctions for sexual harassment and violence may include:

- Red card
- Fixed term exclusion
- Permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police
- Please see Child protection Policy

8.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school
- Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

8.3 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

9. Responding to behaviour

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

9.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Safeguarding and Child Protection policy for more information which can be found on the policy page of our Trust and school websites.

9.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

9.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Mentor involvement
- FLO involvement
- Year Group Leader involvement
- SLT involvement Sending the pupil out of the class
- A reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom, litter picking etc
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

9.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others

- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

9.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk

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- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher and/or designated safeguarding lead (or deputy), to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything

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- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above **does not enable them to conduct a strip search (removing more than the outer clothing)** and strip searches shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Parents and carers will be contacted in the first instance. A urgent referral to Children's Social Care will be made, if the child is not at immediate risk but there are significant concerns. The Emergency Health Services via 999 will be contacted if the child is at risk of significant harm.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police have been contacted, the decision on whether to conduct a strip search that involves **removing more than the outer clothing** lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved and therefore the trust schools would request that a strip search, which involves **removing more than the outer clothing to take place at a police station with the support of social care**. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

9.7 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

9.8 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher and /or a member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

9.9 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Safeguarding and Child Protection policy for more information which can be found on the policy page of our Trust and school websites.

9.10 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

Please refer to our Safeguarding and Child Protection policy for more information on responding to allegations of abuse against staff or other pupils. This policy can be found on the policy page of our Trust and school websites.

10 Serious sanctions

10.1 Detention

Pupils can be issued with detentions during breaktime/lunchtime by the class teacher. The school will decide whether it is necessary to inform the pupil's parents.

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the senior leadership team, a DSL or a member of the pastoral team.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning coaches
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort. Please refer to our Suspension and Permanent Exclusions policy for more information.

11 Responding to misbehaviour from pupils with SEND

11.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a Special Educational Need and Disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, 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.

Approaches to anticipating and removing triggers of misbehaviour:

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (Lifeboat, sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

11.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

11.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's Special Educational Needs and Disability co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

11.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

12 Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with a member of SLT and/or pastoral lead
- A report card with personalised behaviour goals

13 Pupil transition

13.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

13.2 Preparing outgoing pupils for transition

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

14 Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Restorative approaches

Behaviour management will also form part of continuing professional development.

15 Monitoring arrangements

15.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, Governors, Trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the school SLT and the Trust central team. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff

- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

15.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

16 Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Permanent Exclusion policy
- Safeguarding and Child Protection policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that racist, violent or threatening behaviour will not be tolerated under any circumstances.

Appendix 2: flowchart and recording responsibilities

SANCTIONS PROCEDURE FLOWCHART

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgment is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, suspension or permanent exclusion.**

However, as a general rule for minor misdemeanors, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs, or if learning is disturbed/stopped:

Step 1 (Classroom teacher/Adult)

Give a warning: Move yellow card sideways

- Plus: repositioning, separating etc. if required. Children stay on warning even if behaviour improves (as this shows when the next steps in the behaviour system are necessary). In class techniques used to get children 'back on track' or to remind them of expected behaviour are still to be used. This is Step 1 of the sanctions procedure, NOT the first thing staff do. Reasonable adjustments are made for children who need them.



If behaviour improves leave warning all day

Step 2 (Classroom teacher/Adult)

Give a yellow card:

- CT now initiates restorative conversation and gets an agreement on how behaviour will now change from the child. This allows the child to take responsibility for their actions.
- Children should be fully aware that this means they have now lost the next available playtime and if behaviour does not correct itself then the child will receive a red card and then lose lunch.
- Escort child to Detention area with SLT on duty.
- Record all relevant information Arbor.
- Log onto behaviour tracking format (Arbor) and deduct a behaviour point.

*If behaviour improves return to lesson. Card stays on yellow (as this shows when the next steps in the behaviour system are necessary). If not or if child refuses, move to **Step 3a***



If behaviour improves leave yellow card all day

Step 3a (Classroom teacher/Adult)

Give a Red card:

- CT now initiates restorative conversation and gets an agreement on how behaviour will now change from the child (continuing to build positive relationships). This allows the child to take responsibility for their actions. Record all relevant information Arbor.
- Child now misses next available lunchtime. At lunchtime child is escorted to the Detention area with SLT.
- Contact home (1st contact) to inform lost lunchtime.
- Log onto behaviour tracking format (Arbor) and deduct red behaviour points.



*CT write the name of the child on the board (or make a mental note) and put card back to Green. If behaviour still doesn't improve, move to **Step 3b**.*

Step 3b If a child receives a second Red Card in the same day

- Mentor called to speak with child to initiate restorative conversation and gets an agreement on how behaviour will now change from the child (continuing to build positive relationships).
- Isolation lasts as long as directed by the child's behaviour. It is the intention of the team to return the child to learning as soon as possible.
- Parents informed of second Isolation by phone call (2nd contact) and warned that they may need to collect if behaviour continue and does not improve.
- Child now informed that they will now have to spend time in **Lifeboat** for internal exclusion (if applicable).
- Log onto behaviour tracking format (Arbor) and deduct red behaviour points.

If behaviour improves return to class and put their card back to Green but record child's name on board/make a mental note for the second time.



Return to class and change card to Green and write name on board again

Step 4 If a child receives a third Red Card in the same day

- Child to be taken to the member of SLT on duty/SLT informed
- Contact parents (3rd contact) that behaviour has not improved despite warnings and previous consequences and therefore child will need collecting for a half day suspension. Same day suspension if child collected before 1:15 (R, Y1, Y2, Lighthouse), 1:30 (Y3, Y4), 1:45 (Y5, Y6). If child is collected after these times, suspension continues until 1:00 (R, Y1, Y2), 1:15 (Y3, Y4), 1:30 (Y5, Y6).
- Parents to attend reintegration meeting. Learning Support Plan created during such meeting.
- Front door/KCC paperwork is completed and this is treated as a half day suspension.
- **Extreme Behaviour: If a child swears at or assaults an adult the child will receive a 1-day fixed term exclusion (the next full session) regardless of how many red cards have been issued. If this behaviour is repeated it may result in a permanent exclusion.**

Learning Support Plan - Behaviour Chart

DHT/SLT for Inclusion if appropriate/Class teacher)

- **Meeting with parents** arranged to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc. Outline what happens if behaviour does not improve.
- SLT Creates a Learning Support Plan and all stakeholders are informed.
- Consider Early Help Notification so that Involvement of all necessary agencies can be considered e.g. Behaviour Support, Educational Psychologist etc. Contact and inform **DHT for Inclusion**.
- SMART targets for behaviour agreed. Shared with the child using visual symbols if needed.
- Clear rewards/consequences identified for success/failure.
- Weekly/daily feedback to parents sent home with child unless CT can pass to parent.
- Learning Support Plan to last a minimum of two weeks/a maximum of 6 weeks, and reviewed weekly. After the end each week, Head of School decides whether child moves from Learning Support Plan.
- Learning Support Plan to be scored with a Smiley face/5 if child has stayed on Green, Straight Face/3 if a yellow card has been given or a Sad face/1 if indeed a red card has been given.
- If a child gets a red or yellow card, same sanctions apply (**2, 3a and 3b**)
- The Learning Support Plan may be extended if child requires it as an incentive.

If targets are achieved remove from the Learning Support Plan. Child can only go back on support plan once more. A child can only move to contract on the authority of the Head of School/DHT Behaviour.

If Learning Support Plan failed, move to **Step 5**

Second suspension within 1 week

- Contact parents to explain behaviour and consequence – suspension – 1 day.
- Child returns at the end of lunchtime the following day if child is collected before 1:15 (R, Y1, Y2, Lighthouse), 1:30 (Y3, Y4), 1:45 (Y5, Y6). If child is collected after these times, suspension is for the whole of the next day.
- Child to have max 2 more suspensions. If child has 2 more, go to final step.

If a child receives 5 red cards in a term A MEETING WITH PARENTS IS NOW ORGANISED.

- Contact parents (4th contact) to invite in for meeting to discuss Learning Support Plan and create a Contract (behaviour contract conditions MUST be met).



Child does not return to class

Step 5 (SLT /AHT for Inclusion/Class Teacher) Contract created

- **Meeting with parents** to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc. Outline what happens if behaviour does not improve.
- SLT Creates a Learning Support Plan and all stakeholders are informed
- Targets to include generic targets of **'I must not disrupt learning' and 'I must do what I'm asked, when I'm asked'**
- Contract to last a minimum of two weeks, a maximum of 6 weeks, and reviewed weekly.



*If contract is broken then move to **Step 6. This step can involve the following sanctions:***

Step 6.1 (SLT /AHT for Inclusion, Class Teacher) Fixed Short Term Exclusion up to 5 days

- **Meeting with parents** to investigate possible causes/alternative strategies and to inform them of decision.
- Parents, Chair of Governors, Head Teacher & LA Officer informed by letter. Produced by Office Manager.
- Parents/carers may appeal to Chair of Governors on decision.
- Digital front door paperwork completed.
- Upon return to school, child, parent or carer, SLT, Class Teacher to attend a reintegration meeting. New contract created with different sanction.



Step 6.2 (SLT /SENCO, Class Teacher) Fixed Long-Term Exclusion up to 15 days

- **Meeting with parents** to investigate possible causes/alternative strategies and to inform them of decision.
- Parents, Chair of Governors, Head of School & LA Officer informed by letter. Produced by Office Manager.
- Parents may appeal to Chair of Governors on decision.
- Digital front door paperwork completed
- Upon return to school, child, parent or carer, SLT, Class Teacher to attend a reintegration meeting. New contract created with different sanction.



Step 6.3 (SLT/DHT for Inclusion, Class Teacher, Pupil Discipline Committee, Head of School/Assistant Head teacher)

Permanent Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract with Permanent Exclusion as consequence.
- If appeal unsuccessful, remove child from school roll.

- Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Peer on Peer sexual abuse or sexual harassment.
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

Sanctions Procedure: Playtime/Lunchtime

If unacceptable behaviour occurs:

Step 1 (Dinner Supervisor/Duty Staff) Give a warning:

- Give first warning. Include Polite but firm request, discussion, separation etc.



If unacceptable behaviour continues:

Step 2 (Dinner Supervisor/Duty Staff) Sit out for 5 minutes:

- Give second warning. Include Polite but firm request, discussion, separation etc.

FROM NOW ON NO MORE WARNINGS: TAKE ACTION.

Step 3 (Dinner Supervisor/Duty Teacher) Child taken to detention area for remainder of playtime

- Details recorded on Arbor by SLT as playtime incident – red card.
- Class teacher informed.

*If child refuses or if behaviour is more serious move to **Step 4.***

Step 4 (Dinner Supervisor/Duty Staff/SLT involvement)

- Member of SLT sent for and takes over responsibility.
- Child removed from playground.
- Child stays in isolation for remainder of playtime/lunchtime.
- Details recorded in Arbor by SLT as playtime incident – red card.
- Class teacher informed.
- Directed play maybe considered.

If a child's behaviour at Play or Lunchtime does not improve then move to Step 5

Step 5 (Dinner Supervisor/Duty Staff, SLT) Playtime/Lunchtime Learning Support plan.

- **Meeting with parents** to investigate possible causes/alternative strategies i.e. parents working
- SLT Creates a Learning Support Plan and all stakeholders are informed
- Directed play will be actioned for all/part of playtimes
- Educational Psychologist etc. Contact **DHT for Inclusion.**
- Clear/realistic targets for behaviour agreed.
- Clear rewards/consequences identified for success/failure.
- Weekly feedback to parents sent home with child unless CT can pass to parent.
- Behaviour Support Plan to last a minimum of two weeks/a maximum of 6 weeks, and reviewed weekly. After the end of each week, Head of School decides whether child moves from Plan.
- Learning Support Plan to be scored with a Smiley face/5 if child has stayed on Green, Straight Face/3 if a yellow card has been given or a Sad face/1 if indeed a red card has been given.
- If a child receives Isolation, same sanctions apply (**see 3a & 3b**)
- Children can come off plan if they are awarded a 5 for every session over a period of two consecutive weeks.
- This Support Plan may be extended if child requires it as an incentive.

A child can only be removed from Playtime/Lunchtime Behaviour Support Plan by Head of School/DHT Behaviour. If behaviour does not improve then further sanctions may apply. (See Step 6 above)

Appendix 3: letters to parents about pupil behaviour - templates

First behaviour letter: Example

Dear parent/carer,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter: Example

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward. Please message me via ClassDojo, or come and see me or the school office before or after school so that we can arrange our meeting at a mutually agreeable time.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter: Example

Dear parent,

I am sorry to report that, despite meeting and creating a Learning Support Plan, Behaviour Contract, _____ has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Headteacher/DHT Behaviour, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Please message me via ClassDojo, or come and see me or the school office before or after school so that we can arrange our meeting at a mutually agreeable time..

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____