

**PUDSEY BOLTON ROYD  
PRIMARY SCHOOL**



**'We enjoy. We achieve.'**

*Care      Growth      Teamwork*

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# Behaviour Policy

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Date of ratification: **September 2024**

Ratified by: **Full Governing Board**

Date of review: **Annually, as necessary, or in light of updates to the Department for Education (DfE)'s 'Keeping Children Safe in Education' guidance**

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## **1. Introduction**

This policy has been updated to reflect the latest version of 'Keeping Children Safe in Education' that came into effect in September 2024, and the Department for Education (DfE) document 'Behaviour in Schools - Advice for Headteachers and School Staff', published in July 2022.

## **2. Aims and Purpose of the Policy**

It is a fundamental aim of Pudsey Bolton Royd Primary School that every member of the school community feels valued and respected, and that each person feels safe and is consistently treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the ways in which all members of the school community can work together in a supportive manner. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but the core purpose behind our behaviour policy is to establish a means of promoting positive relationships, so that all people in the organisation can work together with the common purpose of helping everyone to learn and thrive, and to self-regulate their behaviour in order to become respected and respectful assets to society. Underpinning the policy are the principles of restorative practice, an approach to managing behaviour that has been shown to have the highest rating of effectiveness at preventing bullying. Additionally, restorative practice is a key element in Leeds City Council's drive towards becoming the most child-friendly city in the country. This policy supports the whole school community, in aiming to allow everyone to work together in an effective, caring and supportive way.

The school expects every member of the school community to behave in a considerate and respectful way towards others. Adults strive to treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow and thrive in a safe and secure environment, and to become positive, resilient, responsible and increasingly independent learners and members of the wider community. The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is therefore designed to primarily encourage good behaviour, rather than merely deter poor, anti-social or undesirable behaviour.

## **3. Responsibilities**

### **3.1 The Role of Staff**

Behaviour management is the responsibility of all staff at School.

### **3.2 The Role of the Headteacher**

It is the responsibility of the Headteacher to implement the school's behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the

policy. It is also the responsibility of the Headteacher to take the lead in ensuring the health, safety and welfare of all children in the school.

The Headteacher is responsible for developing the policy, by setting the expectations for standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher ensures the school keeps records of all reported serious incidents of misbehaviour, including bullying in all forms. For repeated or very serious acts of unacceptable behaviour, the Headteacher may consider temporarily or permanently excluding a child. Final decisions on these actions are only ever taken in consultation with governors, including the Chair of the Governing Board.

### 3.3 The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced while pupils are in their care, and that their classes behave in a responsible manner.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. This was reflected in the latest Ofsted report (November 2023), which noted: *"Staff build positive relationships with pupils. Staff use the school's approach to behaviour effectively. This supports high levels of engagement during lessons. Pupils have positive attitudes towards school and their learning. They say that bullying can happen but that when it does, adults sort it all out."*

The class teacher must be a role model for the children and treat each child fairly. They will work with the children in their class to establish and agree on a set of classroom rules and behaviour expectations at the start of each academic year. They will then enforce this classroom code consistently. The teachers treat all children in their teaching groups with respect and understanding.

Low-level negative behaviour, such as calling out or disrupting the class, should be dealt with in the classroom by the class teacher. More serious misbehaviour, or ongoing patterns of repeated disruption to learning, will be dealt with by the class teacher working collaboratively with school's senior staff (including through the 'Red Zone' system outlined below).

The Special Educational Needs & Disabilities (SEND) Co-ordinator and Inclusion Team (including Learning Mentor and Behaviour Support Workers) are able to provide additional pastoral support for specific children who, for a variety of reasons, find the school environment and behaviour expectations more challenging. Class teachers make referrals to the SEND Co-ordinator about children they feel are in need of additional support to manage or self-regulate their behaviour – the SEND Co-ordinator then agrees with staff, those children who need to be supported. The Learning Mentor and Behaviour Support Workers work with the class teachers, to deliver short-term programs of targeted support for individual pupils.

The class teacher reports to parents and carers about the progress of each child in their class, in line with whole-school policy. The class teacher will also contact parents/carers (in discussion with the Phase Leader and/or SEND Co-ordinator or other senior staff where they have been involved) to relay any concerns about the behaviour or welfare of a child in a timely manner.

### 3.4 The Role of Support Staff (including Lunchtime Supervisors)

All support staff should exemplify positive models of behaviour and ensure high expectations are made explicit and modelled to the children. They must ensure that the school rules and the actions outlined in this policy are followed consistently. They should inform class teachers of any issues relating to their management of behaviour.

### 3.5 The Role of the Inclusion Team

School's Inclusion Team is made up of the SEND Co-ordinator, Family Support Manager, Learning Mentor and Behaviour Support Workers who work both with children and parents/carers to support them in managing their child's behaviour. They are able to signpost families to sources of external support and take the lead in making referrals to the Cluster for understanding and managing children's behaviour or making appropriate referrals to General Practitioners, Mindmate or the Child and Adolescent Mental Health Service (CAMHS).

### 3.6 The Role of Parents and Carers

Parents/carers are expected to encourage their children to adhere to this behaviour policy and to support the actions of the school. Parents/carers are able to address any queries regarding sanctions, firstly to the class teacher, then to the Phase Leader (or SLT member overseeing behaviour in that phase) or the Headteacher.

The school collaborates actively with its parents and carers, in order that children receive consistent messages from both home and school around how they should behave. We expect parents and carers to support their child's learning, and to cooperate with the school in matters pertaining to improving their child's behaviour.

### 3.7 The Role of Nominated Computing Staff

A key group of staff will have access to the school's monitoring and filtering system. They will have the responsibility of monitoring the notifications and passing on concerns related to unsafe behaviour as appropriate and in line with safeguarding procedures and school's Online Safety Policy. Designated staff will also receive immediate notifications from the monitoring system in certain circumstances. All of these behaviours will be dealt with in line with this behaviour policy and safeguarding procedures.

### 3.8 The Role of Pupils

All pupils have a right to learn in an environment that is as calm, safe and supportive as possible, where they are treated with dignity and respect. To achieve this, every pupil at Pudsey Bolton Royd Primary School will be made aware of the school's 'Golden Rules' and behaviour expectations, pastoral support systems, and the processes of behaviour rewards and consequences.

Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school and their classroom rules to the best of their ability. They are expected to contribute positively to the school culture. Pupils are asked about their experiences and to provide feedback on the school's behaviour culture. This helps support the evaluation, improvement and implementation of the behaviour policy over time. We aim for every pupil to be supported to achieve the expected behaviour standards, irrespective of prior experience, educational needs or disability - and this includes an induction process that familiarises them with the school behaviour culture where necessary. School repeats elements of this induction for all pupils at suitable points in the academic year, especially at the start of each term. Provision is made for new pupils to ensure they understand the school's behaviour policy and wider culture. Where possible, extra support and induction is provided for pupils who are mid-phase arrivals.

## **4. Organisation & Management of Behaviour**

### 4.1 School Rules - our 'Golden Rules'

The six main school rules were generated in collaboration with the children for everybody across the school community to adhere to. The school rules are displayed in each classroom and around communal areas in school. They should be revisited with the children at the beginning of each term and at other times when necessary - notable incidents of both good and poor behaviour will provide opportunities for reminders around each rule at regular intervals.

All the Golden Rules begin with a positive expectation, while also giving a clear example of behaviour that is unacceptable. They are as follows:

1. Do be kind; don't hurt people's feelings.
2. Do be gentle; don't hurt anybody.
3. Do listen; don't interrupt.
4. Do work hard; don't waste time.
5. Do look after property; don't waste or spoil things
6. Do be honest; don't hide the truth.

### 4.2 Class Rules

Class teachers, support staff and children within each class devise their own set of classroom rules together at the beginning of every academic year, to interpret what the Golden Rules will look like in their class. They are intended to be guidelines for the sort of age-appropriate behaviour the

children and adults would expect to see in their classroom. They should focus on establishing positive expectations rather than being punitive. Rules should be recorded clearly and prominently displayed in the classroom.

#### 4.3 Circle Time

All classes can use Circle Time and Personal, Social, Health & Economic Education (PSHE) sessions as an opportunity to review and promote positive behaviour. Circle Time and PSHE sessions provide opportunities for children to explore issues and respond positively to each other in a safe, respectful environment. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve it in future, following restorative principles.

#### 4.4 Promoting Positive Behaviour

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

- Teachers identify, praise and congratulate children verbally - either privately or publicly.
- Teachers give children a variety of rewards, such as house points, stickers/stamps, positive comments and feedback to parents/carers (or notes home in planners) etc.
- Pupils may be sent to another member of staff to re-enforce praise and they may receive additional rewards from them.
- Every Friday, a child from each class is nominated to receive a 'Star of the Week' certificate in the weekly Celebration Assembly, which can be used to celebrate and reward good or improving standards of behaviour, attitudes and/or achievement. The child receiving the most house points for the week is also awarded the 'House Point Hero' award; we also award a 'Presentation Award' certificate for children who have high standards of presentation or make great improvements with the neatness of their work.
- The Headteacher, Deputy Headteacher and Assistant Headteacher actively encourage staff members to send children to them to celebrate good or improved behaviour, as well as improved attitudes to learning, and outstanding work or achievement.

### **5. Managing Challenging Behaviour**

Pudsey Bolton Royd Primary School expects that the Golden Rules are followed consistently to ensure a safe and positive learning environment. We expect children to listen carefully to instructions in lessons, show respect for others and allow everyone to complete their work to the best of their ability. If they do not, we will implement a series of consequences to support the child to be able to meet these expectations in future.

For the purposes of this policy, we will distinguish between so-called 'low-level disruption/misbehaviour' in lessons, and more serious incidents of misbehaviour involving deliberate or repeated failure to comply with the rules and expectations required, or elements of child-on-child abuse/bullying etc.



### 5.1 Misbehaviour in Lessons - Dealing with 'Low-level Disruption'

Class teachers manage and deal with low-level disruption and misbehaviour. We expect children to try their best in all activities. If they do not do so, and particularly where their behaviour prevents others from working effectively, teachers and support staff will take action to ensure that good order in the lesson is maintained and the learning opportunities for the other children in the class are not compromised.

Staff should remember that all behaviour is communication. When a child is misbehaving or being disruptive in lessons (or at playtime), staff should always consider why this might be happening - it can sometimes say more about the challenges the child faces in the lesson (socially or developmentally/educationally), the classroom organisation/management or inaccurate pitch of learning, than it says about them. Separate the behaviour from the child!

### 5.2 In the Classroom:

Note that discussions with individual children about their behaviour should never be 'public dressing downs' (i.e. general comments and reminders of expected behaviour can be whole-class; specific warnings/sanctions should ideally be given in a private discussion where the child can be spoken to individually).

- **Stage 1: Verbal Reminder** that the behaviour being displayed is not acceptable, link to the golden rule that is being broken - this sort of reminder can be general (ie not targeted at a named child) and public, so all the class are reminded about what behaviour is expected of them.
- **Stage 2:** If the poor behaviour by an individual persists, find a suitable time that doesn't disrupt the flow of the lesson to **discreetly speak to the child** about what they are doing wrong, explain the impact their behaviour is having on both theirs' and others' ability to work and why it needs to stop. (**First Verbal Warning** given to the child - record their first name on board).
- **Stage 3:** If the poor behaviour continues and space in the class allows, **remove the child to a quiet area in the classroom**, away from other children, to work. Tell the child you will be having a conversation with them about their behaviour in their own time - either at playtime or lunchtime. (**Final Verbal Warning** leading to catch-up time in class during their playtime, where necessary, to complete work and/or have the conversation with the child). Note: it rapidly becomes counter-productive for children (and teachers) to lose all their break time - any lost play/lunchtime only needs to last as long as is needed to have a suitably calm, but forthright, conversation to help the child understand why their behaviour was unacceptable and how to make the correct decisions and behaviour choices in the next lesson. Teachers will use restorative approaches and questions to frame the discussion. The conversation should reinforce the message that the work comes first (theirs, and more importantly, that of others). If there isn't time for them to make up for lost time/work in the few minutes of lost playtime, from Year 2 upwards, they could make up the time at an agreed time during lunchtime, or work could be sent home to complete, if appropriate.



Usually, the threat of detention (and the knowledge that the teacher will go through with it consistently and mean what they say) will act as a suitable deterrent to continued poor behaviour choices by pupils in lessons.

- **Stage 4:** In the unlikely event that the pupil continues with low-level disruption in subsequent lessons, class teachers may consider **removal of the child (with their work) to the parallel year-group classroom**. Such continued disregard for school's behaviour expectations should be seen as defiance and would become an example of more serious misbehaviour and thus would be dealt with using the sanctions from the following section (eg **Yellow/Red Card**)
- **Stage 5:** Repeated failure to follow class rules and behaviour expectations over multiple days should be referred to the Phase Leader and/or a member of the Inclusion Team - in these cases a more thorough investigation of the issues and the development of an individual behaviour plan will be considered.
  - For the 2024-25 academic year, the senior members of staff with oversight of behaviour management in each phase are as follows:  
 Early Years Foundation Stage - Anne-France Wilson/Gill Marsh  
 Years 1,2 and 3 - Jas Lally  
 Years 4,5 and 6 - Elliott Holder  
 These staff will work collaboratively with the other members of school's Senior Leadership Team (SLT) to manage behaviour across the school.
- **Time-out, Removal and Detention**
  - In EYFS and KS1, the Thinking Tree is used as the space within the classroom where children can be sent to calm down, reflect on what they have done wrong and where discussions with the class teacher about their behaviour can take place. KS2 classes should have places where children can similarly have space away from other children to reflect and/or complete work undisturbed.
  - Removal of a child from a classroom should be seen as a very serious sanction - ideally the parallel class teacher should be aware that there is a possibility this sanction may be imposed so that they are ready to receive them - where possible, the child should be accompanied by a member of support staff who can explain why they are being removed from their class. Removal should be for the remainder of the lesson only. Intended longer removals from class must be discussed with a member of the Senior Leadership Team (SLT).
  - Detention/Lost Playtime - only the teacher working with the class can impose this as a sanction - and they will supervise it themselves. Support staff should refer any behaviour they consider poor enough to warrant a possible detention or loss of playtime to the child's class teacher for consideration together. Note that we never keep children behind after school hours for any form of detention, or stand them out in corridors during lesson times.

### 5.3 More Serious Misbehaviour (i.e. Beyond Low-level Disruption)

Examples of serious misbehaviour would include:

- defiance (including deliberate or repeated breaking of school rules, eg. bringing items such as sweets or toys into school they know are not allowed, ignoring adult instructions etc)
- disrespect to an adult or child, including swearing or inappropriate language; damage to property, whether schools' or other's
- physical aggression or violence or any form of child-on-child abuse (ie 'bullying behaviour')

School operates a three-tier system of warnings:

- **Verbal Warning:** for mild indiscretions of the type of misbehaviours listed above, a Verbal Warning is given to the child and the class teacher should explain to the child what s/he has done that is not acceptable. There would be an expectation that the child apologises for their mistake to whomever has been aggrieved and the teacher should facilitate the opportunity for this. The child's name is recorded on the board.
- **Yellow card\*:** if misbehaviour continues after this, a second formal warning is issued (=Yellow Card) with a further explanation of the unacceptable behaviour and a visual reminder (child's name) recorded on the board as a reminder to them and to notify different (eg cover) teachers.
- **Red card\*:** if the child continues with further unacceptable behaviour after this 'final warning', they will be given a Red Card - meaning they will then spend time in the next Red Zone. Their red zone slip can be stuck on the board as a visual reminder.

\*Note that staff should not go to immediate or 'straight yellow cards' - yellow cards are intended only as a 'final warning' for a succession of misdemeanours. Any instances of gross misbehaviour or breaking of Golden Rules serious enough, would progress directly to a Red Card, as follows.

### 5.4 'Straight Red Card' Offences

- Any incident of actual or intentional child-on-child abuse - characterised by, but not limited to:
  - verbal abuse such as deliberate swearing/derogatory or discriminatory remarks or name calling aimed at another child
  - all forms of physical abuse - fighting (including 'play-fighting') or any deliberate attempt to hurt others
  - bullying in any form (including cyber/online, prejudice-based and discriminatory bullying)
  - threatening or encouraging, facilitating or instigating physical or other abuse at school (including online)
  - sexual harassment or violence
  - 'gang-related' harassment (such as hazing/initiation type activities or intimidation/dares etc)

- Bringing dangerous, harmful or banned items to school that could be detrimental to the health and safety of others (e.g. items related to smoking such as matches/lighters/vapes/cigarettes etc, anything that could be used as a weapon, bladed articles/knives etc - see section below)
- If a child misbehaves repeatedly in class, in the first instance, the class teacher deals with incidents in the normal manner using verbal warnings and yellow cards. However, if the misbehaviour continues beyond this point or in its severity, to the point where a red card is appropriate, the class teacher will seek help and advice from, in order: the parallel year-group teacher; the Phase Leader; then senior leadership team - through the Red Zone system.

## 6. Red Zone

Red Zone enables class teachers to escalate sanctions for children having problems with their behaviour, to be dealt with by a member of school's SLT. The class teacher should record the reason(s) for the referral to Red Zone on a red zone slip, accompany the child in person to Red Zone to hand over the child and slip to the member of SLT on duty. They must then make a record on CPOMS under the 'Behaviour' tab, of the reason for the Red Card, and are responsible for informing the child's parents/carers via a note in the reading record or planner (or verbally at the end of the day).

The purpose of Red Zone is for a senior leader in school to be able to have a one-to-one conversation with a child around their behavioural choices and the consequences of their actions. These conversations are rooted in restorative practice - children in KS2 are expected to participate fully and thoughtfully to these discussions and may make a written record in response to a set of restorative questions, which will then be explored within the conversation.

If a child hasn't finished work/homework (e.g. due to low-level behaviour issues), they should stay in with the class teacher at break or lunchtime - Red Zone is not for this purpose. We expect Red Zone to be a serious deterrent for children - but it is important that they (and the parents/carers) understand that Red Zone's purpose is to provide an opportunity for the child to learn from their mistakes and consider how they will improve their future behaviour to be able to meet our expectations, rather than see it merely as a 'telling off' or a form of punishment.

Red Zone starts promptly at 12:15pm daily and finishes by 12:45pm at the latest. It is staffed by members of the SLT on a rota and takes place in the Sensory Room at the end of the KS2/Hall corridor. If more space is required, Red Zone will move to a classroom.

Sanctions are: 15 minutes in Red Zone for the majority of red cards - 30 minutes may be given in exceptional circumstances for the most serious misbehaviour, but these should always be agreed in advance in consultation with the member of the SLT supervising the Red Zone.

The member of the SLT hosting Red Zone fills in the name of the child and the reason(s) they have received the red card in the 'Class on a page' electronic system. This, alongside the child's CPOMS record, enables staff to track the number of times a child has been in Red Zone during the half term - the SLT member will forewarn the child/alert teachers if they are close to the thresholds for taking further action (e.g. meetings with parents/carers).

More than 3 Red Cards in a half term triggers a meeting between the class teacher and parents/carers. The class teacher will notify the parents to arrange a meeting in school. The meeting must have agreed outcomes, which will be recorded on CPOMS, and the Phase Leader, Inclusion Team, Family Support Manager, Headteacher, Deputy Headteacher and Assistant Headteachers should be copied in.

Subsequent occurrences of the child getting a further 3 red cards in any other half term would then escalate to meetings between, respectively: the parents/carers, class teacher and Phase Leader; then parents/carers, class teacher and Deputy Headteacher; and finally, parents/carers, class teacher and Headteacher. The SEND Co-ordinator and/or Family Support Manager may attend at any level if they are involved with the child.

## **7. Blue Card System**

The safety of the children is paramount in all situations. If a child's behaviour seriously endangers the safety of others (e.g. extremely inappropriate, violent or dangerous misbehaviour), the class teacher stops the activity immediately and prevents the child responsible from taking part until such time as they deem them safe to re-join the activity. The teacher may at this point seek further support from the senior leaders in school via the blue card system, if necessary.

In cases such as the above, or other emergencies such as serious accidents, each teaching area around school has a Blue Card, which two children should present to the office as quickly as safely possible, to signify that the teacher in that room needs immediate assistance - the office will then contact senior members of staff to help manage the situation.

## **8. Recording Systems for Behaviour**

In order to communicate and remind everyone working with a class, there should be a discrete log of children who have had any sanctions imposed. This should comprise the name of any child who has been given a verbal warning or yellow card, written on the classroom board. Any red card slips which are in force (i.e. awaiting Red Zone) should also be stuck to the board. This is so that teachers covering that class (e.g. for PPA time or supply cover) can see any sanctions in force and can continue to implement the behaviour systems consistently. It also serves as a reminder to children of where they stand with warnings, to enable them to moderate and improve their behaviour accordingly.

In EYFS and KS1, each day is a fresh start - so initials are removed from the board at the end of every day. In KS2, we are training the children to self-regulate their behaviour such that they will be easily able to transition into the expected behaviours for their next phase of learning in high school. To this end, verbal warnings and yellow cards remain in place for the week. The sanctions are effectively 'reset' back to the start following a red card, however. In Year 3, during the autumn term while the children transition into KS2, each day is a fresh start (so all initials are removed from the board at the end of the day). Once the system is fully understood by pupils (usually by the start of the spring term), the time limits for warnings to remain in force are extended so that by the summer term, they remain for the week.

Racist/sexist/homophobic incidents are a form of child-on-child abuse and will not be tolerated in any form. They have distinct monitoring requirements. Any such incidents will be recorded on the relevant proforma (available on the shared Google Drive) and onto CPOMS so that SLT and all relevant staff are made aware. A record of all such incidents is collated and communicated to governors and the local authority at least annually.

Teachers need to ensure all staff, particularly teaching assistants, higher level teaching assistants and midday supervisors, know when a child is under sanction or has behaviour targets (e.g. Red Individual Behaviour Card) so that they can monitor such children's behaviour closely when responsible for them. Similarly, learning support assistants must feedback to class teachers any misbehaviour they have dealt with at lunchtime by completing a yellow slip.

## **9. Beyond Red Zone - Removal and Internal Exclusion**

Occasionally, children's behaviour falls so far short of the expectations in school, that Red Zone is no longer a sufficiently serious sanction. In order that children understand the seriousness with which school takes such matters and the unacceptable nature of their behaviour choices, we have a number of additional sanctions, which can include temporary removal of the child from their peer group, class or even school.

Removal of the child from break and lunchtimes (in situations where the misbehaviour has occurred outside lesson time) or 'internal exclusions' - where the child is removed from all contact with their class to be supervised by a member of SLT (in situations where the misbehaviour affects class work - such as bullying) - will be considered in the event of extremely serious misbehaviour (e.g. deliberate attempts to abuse, harm or jeopardise the wellbeing or safety of others) or where children have repeatedly violated the behaviour policy and existing sanctions have not proved an effective deterrent to continued poor behaviour.

The child's parents/carers will be informed and invited to school to be made aware of the issues that have led to the decision to remove or internally exclude their child. The length of such a sanction will also be discussed - although this will always depend on the rate of response and contrition of the child, so a final date for the end of such sanctions will only be communicated to parents/carers once this point has been reached.

Internal exclusion affecting lesson withdrawal will have a detrimental effect on the child's learning, despite the fact that the child will still be expected to do the work that they would have done, had they been in class. For this reason, we aim to keep the use of such sanctions to a minimum - effectively it is a 'last resort' before moving to more draconian measures, such as suspension or exclusion.

Any use of suspension will follow the DfE guidance contained within 'Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement - including the requirement for the child to have continued access to education and the requirements to inform parents/carers, the local authority (and, in the case of a child with social care involvement, their social worker) within specified timeframes.

In extremely rare cases, where all previous interventions (including internal exclusion and suspension) have not impacted on the child improving their behaviour, as a last resort, external exclusion would be considered - in consultation between the parents/carers, Headteacher and governors. At this stage, a referral to Area Inclusion Partnership (A.I.P.)/Cluster behaviour support services (e.g. ABC or Oasis) for advice and support would be made, with a chance to explore the possibility of a temporary external exclusion placement.

External exclusion will only become an option if children repeatedly violate or commit the most serious breaches of the Behaviour Policy (e.g. children break the law, seriously assault other children or staff). This will always be explored with the A.I.P., local authority Exclusions Team (part of Leeds' Children Missing Out on Education Team) and the school's governors - with parents/carers being kept fully informed.

Following any period of removal, suspension or exclusion, the pupil will be re-integrated back into the class and the expectations for their behaviour re-established - which may be monitored with an Individual Behaviour Plan or similar, if appropriate.

## **10. Behaviour Monitoring**

The following systems are in place to monitor behaviour:

- Each class will keep a visual record of verbal warnings and yellow cards via children's initials on the classroom whiteboard. Red Cards will be written out and can be stuck on the board too while they are pending.



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- All red cards are to be recorded on CPOMS by the teacher or staff member who gave the red card. The record should be made under the category of behaviour and details clearly recorded - including tagging in other children who may have been involved or affected by the behaviour (these should be added as 'linked students' and referred to by initials only in the body of the incident text).
  - SLT will keep a running record of the number of red cards received using the 'Class on a page' spreadsheet - a brief reason for each red card is also recorded.
  - Any record of parental contact is to be included within CPOMS logs.
  - Non-class-based teachers should follow all the procedures in place (including dealing with lunchtime behaviour issues on behalf of the class teacher they are covering) and should communicate the actions taken to all relevant staff.
  - Serious incidents are recorded onto CPOMS using the behaviour tag, under the following subcategories:
    - Child-on-child abuse:
      - physical violence, threatening, intimidating or inciting violent behaviour
      - swearing intentionally to cause offence
    - Discriminatory abuse:
      - racist, sexist or homophobic remarks (these are recorded on the relevant forms available from the shared drive and then onto CPOMS, as they are reported to governors and the local authority annually).
    - Unsafe behaviour:
      - deliberate behaviour likely to endanger the safety of themselves or others
      - serious damage to school property/building
      - deliberately bringing banned items to school (see below)
      - online behaviour that contravenes school's online safety policy expectations
    - Defiance:
      - Repeated and/or serious disrespect to adults or children
      - Refusal to follow established and expected routines, rules and systems of behaviour

## 11. Searching/Screening/Confiscation - items that should never be brought to school

The DfE guidance document 'Behaviour in Schools - Advice for Headteachers and School Staff' makes clear: *"School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully"*.

Children will be taught that certain items are not to be brought to school (including school activities taking place off-site). These include:

- Sweets, chewing gum, fizzy drinks or other unhealthy 'junk food' items
- Personal belongings such as toys, games, collectables etc
- Valuable items such as mobile phones, smart watches, tablet computers etc.

School cannot take responsibility for loss or damage to items brought to school without our express permission. In exceptional circumstances, we may arrange a system by which a child's mobile phone can be handed in at school for safekeeping - but this must be arranged by the parents/carers with the Headteacher in advance.

The following items are strictly banned in school. In accordance with the DfE document 'Searching, Screening and Confiscation - Advice for Schools July 2022', and in order to ensure pupil and staff welfare is protected and help us establish an environment where everyone is safe, we will search a child and their possessions for any item on this list that we have reasonable grounds to suspect have been brought into school, and confiscate them:

- Knives, bladed articles and any potential weapons
- Items containing alcohol
- Cigarettes, tobacco and cigarette papers
- Any other articles related to fire risk and/or smoking - including matches, lighters, vapes/e-cigarettes, fireworks (including caps and 'crackers')
- Illegal drugs (or legal/prescription drugs that have not been subject to a health care plan)
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used, to commit an offence, or to cause personal injury to, or damage to property of any person (including the pupil or the school).

## **12. Dealing with Misbehaviour by Pupils Outside School Premises (including Online)**

The DfE guidance 'Behaviour in Schools - Advice for Headteachers and School Staff' makes clear that schools have the power to sanction pupils for non-criminal misbehaviour and bullying, that occurs off the school site in certain circumstances (i.e. where it is witnessed by a member of staff or reported to school by a credible witness), such as:

- When taking part in any school-organised or school-related activity
- When travelling to or from school
- When wearing school uniform
- When in some other way identifiable as a pupil at the school that could have repercussions for the orderly running of the school, that poses a threat to another person, or that could adversely affect the reputation of the school.

### 13. Behaviour Incidents Online

It is understood that the way pupils interact with one another online can have a significant impact on their school life. As laid out in The DfE guidance 'Behaviour in Schools - Advice for Headteachers and School Staff', school will ensure that:

- School is clear that the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.
- Inappropriate behaviour online, including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.
- When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping Children Safe in Education summarised in school's Child Protection and Safeguarding Policy.

Pupil's behaviour (on or offline) whilst at home remains the responsibility of the parents/carers, however, school may get involved with supporting parents/carers to deal with serious misbehaviour where requested, if we have reason to believe that there may be the potential for repercussions or ongoing problems on or around the school premises.

## **BEHAVIOUR POLICY APPENDIX A:**

### **AGE-APPROPRIATE BEHAVIOUR MANAGEMENT SYSTEMS – OVERVIEW AND SUMMARY**

#### **Early Years Foundation Stage**

- Teachers, Early Years Practitioners and other adults speak to the children about their behaviour, using age-appropriate language and try to help the child build an understanding about the types of behaviour that are appropriate at school.
- During carpet, class or free-flow sessions, children are reminded about the expectations for behaviour. If they do not follow these, then they are given a reminder of what is expected, and if this isn't sufficient, a warning. If the misbehaviour continues then they are sent to a quiet area ('The Thinking Tree'), where, after a sufficient time to calm down, an adult can discuss their behaviour with them.
- Any aggressive or violent behaviour, results in the child being dealt with immediately following conflict resolution guidelines and restorative principles, whereupon they are sent to the 'Thinking Tree' to reflect on the consequences of their behaviour choices. If the poor behaviour continues after this, they will be sent to see the Phase Leader. The class teacher then needs to speak with the parent/carer at the end of the school day. Persistent poor behaviour will result in the child being sent to a member of the Senior Leadership Team (SLT) to intervene.
- Staff meet weekly to discuss children's behaviour and agree strategies to be adopted by the whole team to meet the needs of the individual child. Adults will discuss any of their concerns regarding a child's behaviour with their parents or carers. An individual support programme might be arranged in consultation between the Class teacher, Phase Leader, the Inclusion Team and parents/carers.

#### **Early Years Foundation Stage Monitoring/Playground Expectations**

- Positive behaviour is acknowledged with praise and stickers.
- Behaviour concerns are recorded by staff on cpoms, detailing incident, responses and action taken.
- Serious lunchtime misbehaviours are reported verbally to class teachers at the end of playtime.
- Persistent concerns and emerging behaviour patterns are monitored at weekly planning meetings. Serious ongoing concerns would need to be reported to the Inclusion Team.

#### **Key Stage 1**

- Teachers deal with low level disruption.
- Teachers warn children verbally if their behaviour is inappropriate.
- For a second warning, the child's name is recorded on the board. The teacher outlines the expectation that lost learning time caused by the child's behaviour will have to be 'paid back' during their break or lunchtime.

- If their behaviour still does not improve, they are removed to the Thinking Tree for 5 minutes. If the child is then calm and returns to the expected behaviour and catches up to complete their work satisfactorily, their name is removed from the board. The Thinking Tree is where a pupil can be placed away from classmates, for a chance to calm down, reflect on their behaviour choices and for the teacher to have a restorative conversation about their behaviour.
- If the child is not calm and cooperative after more than 10 minutes at the Thinking Tree, or their behaviour fails to improve, they may be sent to the parallel year-group teacher and/or kept in at break/lunchtime to complete their work.
- If there are persistent behaviour issues or incidents with a child, the class teacher will speak to the parents/carers and agree a plan of action. They will record this meeting, inform the Phase Leader and log these actions on the Child Protection Online Monitoring System (CPOMS).
- If unacceptable behaviour continues after following such a plan, an individual support programme will need to be discussed in consultation with Class teacher and Phase Leader, parents/carers and the Inclusion Team.
- In exceptional circumstances, a child exhibiting regular misbehaviour of a serious nature could be sent to Red Zone - the class teacher and Phase Leader should discuss this with a member of the SLT if this is felt to be necessary.

## Key Stage 2

- Teachers deal with low level disruption.
- Try to diffuse the situation - use visual cues (e.g. 'the look!'), non-verbal and verbal reminders, positive praise for good, model behaviour etc.
- Teachers warn children if their behaviour continues to be inappropriate.
- If their poor behaviour choices continue, the child receives a formal, verbal warning and their initials are recorded on the board, against verbal warning. At this stage, it may be appropriate to move them to a different place in the classroom where they can work on their own, as a chance to calm down, reflect and continue their work appropriately.
- If the child is still not calm and cooperative after some time, then they can be sent with their work and an explanation of the issue, to the parallel year-group's classroom to work.
- The teacher might also decide to make the child stay in for part of their break or lunchtime to discuss their behaviour and complete their work.
- If there are persistent behaviour issues or incidents with a child, the class teacher will arrange a meeting with the parents/carers at which they will agree a plan of action. They will record this meeting, inform the Phase Leader and log these actions on CPOMS.
- Children that are identified, because they regularly display undesirable behaviour choices, may be referred to the Special Educational Needs & Disabilities Co-ordinator and Learning Mentors to discuss problems and seek ways to support them with a programme of strategies to manage their behaviour.

- If this fails to improve their behaviour, then a more formal individual support programme will be arranged in consultation between class teacher, Phase Leader, parents/carers and the Inclusion Team.
- If a child persistently fails to adhere to the behaviour policy, despite all these interventions, an internal exclusion may be organised (e.g. child to work outside the Assistant/Deputy Headteacher's or Headteacher's office). A meeting will take place with the parent/carer to explain this decision. This information will be logged onto CPOMS.



## BEHAVIOUR POLICY APPENDIX B:

### PLAYGROUND EXPECTATIONS FOR STAFF ON DUTY AT BREAK AND LUNCHTIMES

- Positive behaviour at breaks and lunchtimes should be rewarded with stickers and house points (which are collected in class). Staff on duty should pass on good (as well as bad!) news about behaviour to the child's class teacher as they line-up to go in.
- Lunch time staff will be able to award Lunchtime Legends stickers for instant recognition of positive behaviour and weekly certificates for sustained exemplary behaviour. These should be taken into class and given out, in conjunction with the class teacher, during Friday afternoon registration time.
- All staff on duty should be made aware by the class teacher of any individual child that is having particular difficulties with their behaviour or are following an individual behaviour plan. Teachers may share this with staff on break duty via the weekly briefing or by seeing key members of staff individually. The class teacher will also need to pass this information onto the LSAs.
- Class teachers and LSAs remind children about how to use each playground area, playground rules and how to use the space and equipment. Lunchtime supervisors communicate clear expectations around how to use lunchtime activity apparatus and ensure that children use it appropriately.
- We expect all staff to be proactive at playtimes and lunchtimes. The best form of behaviour management is rewarding positive behaviour and solving issues before they escalate. Staff are expected to engage with children and proactively seek out potential issues. All staff should feel empowered to intervene, solve problems and follow the steps in the behaviour policy as necessary.
- It is up to the member of staff who notices any inappropriate behaviour or is told about an incident from a child, to initially deal with the issue. If it is important enough for a child to tell an adult, some action is needed – the child should not just be told to stay away from another child.
- If a child's behaviour is inappropriate, the adult who has seen the inappropriate behaviour is to warn the child verbally. If the child receives a second warning that session, they are then asked to shadow the adult for 5 minutes - at the end of this time a brief conversation needs to be held to ensure that the child knows what is expected of them. If inappropriate behaviour continues after that, the child will remain with the adult on duty for the rest of playtime. If during a lunch time, the member of staff may wish to have a restorative conversation after five additional minutes, to see if the child can modify their behaviour. If the child then continues to display inappropriate behaviour, they are to remain with that adult for the rest of the session.
- Good communication is essential, staff need to pass on messages of both good and inappropriate behaviour, explaining how the situation has been dealt with and any consequences given. This can be via a lunchtime slip or verbal conversation. If a member of staff on duty believes a red card should be issued, this should be discussed with the class teacher as it is their decision, to ensure consistency.
- On the rare occasions where more serious incidents or accidents occur, such as violent/aggressive or dangerously unsafe behaviour, the Blue Card system should be used to alert a member of the SLT. They will then support and direct the member of staff on any further necessary actions.



**'We enjoy.'**

*Care*

*Growth*

**'We achieve.'**

*Teamwork*

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