

Redbridge Primary School

Dream Big, Work Hard, Be Kind



Behaviour Policy

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Next Review
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Contents	Page
Aims	3
Legislation, Statutory requirements & Statutory Guidance	3
Definitions	4
Bullying	4
Roles & Responsibilities	5
School Behaviour Curriculum	8
Responding to Behaviour	12
Serious Sanctions	16
Responding to Misbehaviour from pupils with SEND	16
Supporting pupils following a sanction	17
Pupils Transition	18
Training	18
Monitoring Arrangements	18
Links with other polices	18
Appendix 1- Written Statement of Behaviour	19
Appendix 2- Staff Training Log	19
Appendix 3- Behaviour Log	20
Appendix 4- Time to Reflect/Sanctions & Consequences	21
Appendix 5- Reflection Sheet for KS1 & KS2	24
Appendix 6- Letters to Parents	26
Appendix 7- Individual Behaviour Plan (IBP)	30

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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

School 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 6 values of the school (Resilience, Respect, Positivity, Honesty, Friendship and Kindness)
- 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

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- A negative attitude to learning, support or towards adults and other children
- Refusal to complete work set
- Speaking inappropriately to others
- Not following reasonable instructions at the first time of asking

Serious misbehaviour is defined as:

Repeated breaches of the school rules

- Verbal or physical assault towards children or adults
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items which could include: Knives or weapons, alcohol, Illegal drugs, Stolen items, tobacco and cigarette papers, fireworks, Mobile devices, pornographic images and 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 one 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

Refer to the Ant-Bullying Policy

5. Roles and responsibilities

5.1 The governing body

The governing body 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 this policy in conjunction with the governing body

Giving due consideration to the school's statement of behaviour principles (see behaviour principal statement)

Approving this policy

Ensuring that the school environment encourages positive behaviour

Ensuring that staff deal effectively with poor behaviour

Monitoring that the policy is implemented by staff consistently with 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)

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

Implementing 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, Staff record incidents on CPOMS and anyone not employed by the school use the incident logs.

(Refer to 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:

- 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

Some Pupils may require pastoral support that is available to them to help them meet the behavioural standards

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 by their class teachers.

6. School behaviour curriculum

Our whole-school 'Golden Rules' are as follows:

Pupils are expected to:

- We do our best in all our work
- Show respect to adults and each other
- We keep ourselves and others safe.
- We look after our school.
- Move quietly around the school
- In class, make it possible for all pupils to learn

These are displayed around the school.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Our Whole School Strategy

Children with Special Educational Needs

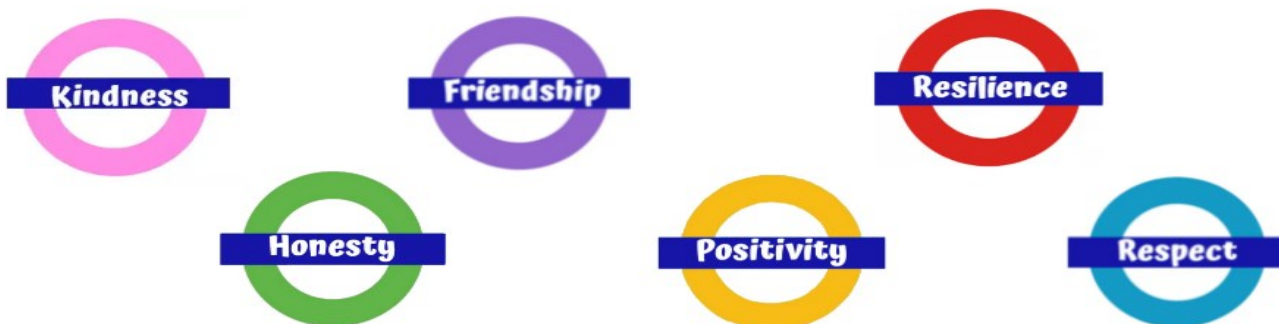
We use the Happy and Sad Face visuals with pupils with Special Needs in order for them to understand what behaviours are appropriate and inappropriate in a way they can access. If during the day, there is an incident or behaviour which is inappropriate and against our agreements, the pupil will be shown a sad face visual. ABC charts are used to log in appropriate behaviours displayed by some children with SEN to identify triggers.

In Nursery, we place names/photographs of children on Happy and Sad Faces in order for them to understand what behaviours are appropriate and inappropriate in a way they can access.

Reception to Year 6

House Points

The whole school reward system will be based on a house point system which is linked to our school values. The six houses are called;



What is a house point system?

House point system is used to encourage healthy competition and group loyalty among pupils, by earning dojos for their houses.

What are the benefits of a house point system?

- Using house point systems has been shown to have a positive impact on motivation and behaviour, as well as encouraging a sense of identity and belonging among school pupils.
- Such systems include all pupils, not just the highest achievers, and help develop a variety of skills other than academic.
- A sense of camaraderie, teamwork and healthy competition is nurtured, which contributes to a thriving school culture.
- Ofsted, the government's office for standards in education, children's services and skills, has also suggested traditional house point systems help pupils become more engaged in their own education, while raising standards.
- House advocates are afforded the opportunity to mentor their group members and get to know them individually, which helps to build good relationships.

HOW TO EARN DOJO POINTS

- DOJO points will be reset at the start of every week once the previous week's dojos have been displayed outside of the classroom
- Demonstrating the 6 school values: Positivity, Friendship, Honesty, Respect, Kindness and Resilience
- Active participation in lessons
- Reading record filled in and signed by an adult for 5 days of reading
- Modelling behaviour to peers:
- Focusing on set tasks
- Following teacher instructions
- Lining up in silence
- Walking through corridors in silence
- Showing respect to adults by stepping out of the way, holding doors, greeting adults
- Assembly times listening to adults in silence

Playtimes:

- Demonstrating the 6 school values: Positivity, Friendship, Kindness, Honesty, Respect and Resilience
- Respectfully resolving conflict
- Sharing with others
- To use the play equipment properly and safely
- Listen to the Play Leaders and Advocates

HOW TO EARN HOUSE POINTS

- Each class will create 6 groups: Positivity, Friendship, Honesty, Kindness, Respect, Resilience on the Dojo system.
- Dojos will be based on the 6 school values and will hold one point in weight each.
- Single dojos to be given at any one time.
- When a child earns a dojo, it will be automatically added to the house points.
- **Dojos will not be taken away from a child if they choose to make the wrong choice.**
- The house points will be displayed outside the classroom on Friday which will be totalled by the Advocates.
- House points will be totalled and handed into the SLT before the achievement assembly.

CLASS POINTS and GOLDEN TIME

- Each individual dojo point will be totalled on the Dojo system for a whole class total
- Golden time will be awarded if the whole class has earned a total of 400 points or more that week
- **If each individual pupil does not gain 15 or more points that week, they will not participate in the golden time**
- In addition, each child needs to have completed all the set work from the week in order to participate in golden time
- Golden time will be awarded at the end of each week for 15 minutes only
- Structure of golden time: Each year group will need to discuss prior to set Golden Time how many pupils have earned it, who is supervising those who haven't and what they will be doing.
- Teachers will use Golden Time as an extra opportunity to listen to 1:1 readers or change books

- There will be weekly, interim, termly awards as well as an annual award.

Weekly Award:

- At the end of the achievement assembly the weekly winners will be announced. A star will be given to the winning team to put on the display.
- House Point display will be created in the KS1/2 hall and it will be updated weekly with the latest house points total.

Interim Awards:

- 400+ points for each class a week (all houses combined) = 15 minutes Golden Time.

If each individual child does not gain 15 or more points that week, they will not participate in the golden time.

Half Termly Awards:

- 8000+ points = non-uniform day for the Winning House.
- More than 10,000 points – non-uniform and a movie/party for the Winning House

Annual Award:

- The House who has earned the most points over the year shall spend an afternoon on the field. The children in will be provided with a variety of activities on the field e.g. bouncy castle, trampoline, soft play, ball games etc.

Playtimes and Lunchtimes

All staff will follow the Behaviour Policy in the playground and continue to observe and proactively reward positive behaviours through praise and house points. In order to maintain the safety and wellbeing of all pupils, ALL incidences of severe behaviour in the playground are treated with a 'zero tolerance' approach.

Pupils whose behaviour at playtimes and lunchtime consistently causes negative consequences for others may:

- Have their playtimes and lunchtime curtailed
- Be shadowed 1:1 by a member of staff

Consequences should:

- Not be used as a threat
- Be proportionate
- Be applied in a timely manner

- Be applied at the point of transgression e.g. a lunch time matter should be dealt with at lunch time
- Always offer a 'pathway back' for the child in question

Individual Behaviour Plans (IBP) Refer to Appendix 7

There may be a very small minority of children who present persistent inappropriate behaviours. Where other interventions have failed, an Individual Behaviour Plan will be used in order to address behaviours causing concern. The IBP will be determined on a case-by-case basis and will be focused on addressing unacceptable behaviours whilst providing a pathway forward for the child and the school community. An IBP may involve a risk assessment around the child if the behaviour the child is presenting with poses a significant risk to the safety and wellbeing of others. In discussion with the child and staff, the IBP will identify where the child is not meeting behavioural expectations. From this, targets will be agreed with the child and adults, with clear success criteria. The IBP will be shared with parents/carers. Both school staff and parent/carers will state how they will support the child towards achieving their targets.

At the end of each half term, a behaviour report will be printed and children with more than 3 recorded incidents to be monitored by the phase leader of the year group.

If minor low level behaviour presents itself, this will be dealt with using individual classroom strategies to support good choices and prevent children from constantly requiring reflection time.

6.1 Mobile phones

- Mobile phones, iPads and tablets are not permitted to be brought onto the school site unless there are extenuating circumstances and the parent / Carer has obtained permission from the Headteacher.
- Mobile phones (if granted permission) must be kept in the main office at all times.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the class charter, 'Time to reflect card' and the Sanctions and consequences chart
- 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

7.2 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 child protection and safeguarding policy for more information (click on the link below).

<https://redbridgeprimary.redbridge.sch.uk/wp-content/uploads/Policies/Drafts/Safeguarding%20&%20Child%20Protection%20Policy.pdf>

7.3 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.

Positive behaviour will be rewarded with:

- Praise- verbal, immediate and often
- Class Dojo- an electronic reward system used by all staff where children and classes can accumulate points to exchange for prizes
 - Stickers for achievement in learning
 - Telephone calls home from class teachers (1 call a year) Record reason in book.
 - Achievement certificate- handed out weekly in assembly
 - Stickers from the Head Teacher or Deputy Head Teacher
 - Special responsibilities/privileges- School Council, Eco-Council, Play Leaders, Advocates Class Monitors.

7.4 Responding to misbehaviour

Consequences and Sanction Procedures (See Appendix 4)

It is important that children know their good behaviours will be met with positive reinforcement and reward. It is equally important that children understand that poor behaviours will result in consequences (See Appendix 4, for consequences and Sanction Procedures) From time to time, pupils may display inappropriate behaviours. Such behaviours will be consistently challenged by all staff with the aim of de-escalating any situation and ensuring all children are safe and that learning can continue uninterrupted. Before any warnings are given, adults should use non-verbal signals e.g. eye contact, a shake of the head, a disapproving look and allow the child take up time. Following this, adults must clearly state which behaviour they expect to cease and present a calm, clear statement of expectations, which presents the consequences using the language of choice.

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.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils (see positive handling policy).

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. Some staff are trained in

Positive handling and this can be used by those trained.

7.6 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

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 / designated safeguarding lead (or deputy) / pastoral lead, 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:

Pencil cases

Lunch bags

Trays

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

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.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.8 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. Please see link for the e safety policy:

[Online Safety Policy.pdf \(redbridgeprimary.redbridge.sch.uk\)](#)

7.9 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/member of the senior leadership team/Pastoral Lead 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.

Please see link below on guidance for schools and colleges on when to call the police:

[2491596 C&YP schools guides.indd \(npcc.police.uk\)](#)

7.10 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 through our worry monsters, discussions in PSHRE and assemblies etc, 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 child protection and safeguarding policy for more information. Please click on the link below:

[Safeguarding & Child Protection Policy.pdf \(redbridgeprimary.redbridge.sch.uk\)](#)

7.11 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.

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

Please refer to our child protection and safeguarding policy Please click on the link below:

[Safeguarding & Child Protection Policy.pdf \(redbridgeprimary.redbridge.sch.uk\)](https://redbridgeprimary.redbridge.sch.uk/Safeguarding%20&%20Child%20Protection%20Policy.pdf)

8. Serious sanctions

8.1 Removal from classrooms

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 Mrs Salman or Mrs Khaleeq and will be removed for a maximum of 10 minutes.

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 pastoral team

Bespoke behaviour Plan

Individual Behaviour Charts

Add pastoral list (intervention)

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 on CPOMS.

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 exclusions policy for more information

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or 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. An ABC chart should be used to help identify trigger.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Set out your approach to anticipating and removing triggers of misbehaviour below. Your approach may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- 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 (sensory zones or nurture rooms) where pupils can regulate emotions during a moment of sensory overload.

9.2 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.

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

The school's special educational needs 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.

9.4 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.

Behaviour and Inclusion Team- BehaviourAndInclusion@redbridge.gov.uk

10. 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 Includes:

- Reintegration meetings with the pupil/class teacher/parents and Pastoral Team
- Add Action CPOMS
- Daily contact with the Pastoral Lead

- Individual Behaviour Plan (Refer to Appendix 7) with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the school values and direct them to the website where all policies are available online including the Behaviour Policy.

11.2 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.

12. Training

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

The proper use of restraint (positive handling) for those staff who require within their roles

The needs of the pupils at the school

How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 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 half term by Mrs Khaleeq and Mrs Panzu.

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.

13.2 Monitoring this policy

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

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

14. Links with other policies

- This behaviour policy is linked to the following policies:
- Exclusions policy
- Child protection and safeguarding policy

- Anti-bullying Policy
- Attendance policy
- SEND Policy
- Positive handling Policy

Appendix 1: **Written statement of behaviour principles**

The principles are:

- Every pupil has the right to learn, but no child has the right to disrupt the learning of others;
- All pupils have the right to be listened to, be valued and to feel and be safe, e.g. be protected from disruption and/or abuse;
- An inclusive school, the aim is that all members of its community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;
- The school will take particular care to ensure the safeguarding of pupils with special educational needs and those deemed to be vulnerable;
- It is expected that all adults – governors, staff and volunteers - will set excellent examples to the children at all times;
- The school seeks to teach every child to have a sense of personal responsibility for their own actions;
- The Behaviour Policy aims to ensure that there are adequate measures in place not only to encourage good behaviour, self-discipline and respect but also to prevent all forms of bullying amongst pupils;
- It also provides guidance on the 'use of reasonable force' which, very occasionally, is necessary;
- For those pupils whose behaviour causes a significant concern, the school will work with their parents/carers to seek and agree common strategies which can be followed both at home and at school;
- Where necessary, the school will seek advice and support from appropriate outside agencies;
- Suspension and Permanent Exclusion will only be used as a last resort. See the Suspensions and Permanent Exclusions Policy for more information;
- The Governing Body has approved a specific policy and procedures document for dealing with Allegations of Abuse Against Staff;
- Threatening behaviour and violence will not be tolerated under any circumstances. The school will not hesitate to call the Police, should it become necessary.

Appendix 2: Staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

Appendix 3: behaviour log

Pupil's name:	
pupil's known protected characteristics:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	

Pupil's name:	
pupil's known protected characteristics:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
when did the incident take place? (before school, after school, lunchtime, break time)	
what happened?	
who was involved?	
What actions were taken, including any sanctions?	
is any follow-up action needed? if so, give details	
people informed of the incident (staff, governors, parents, police):	

These steps should be followed when managing challenging behaviour in school:

	Consequences	Staff
Level 1 (Low level classroom disruption)	<ul style="list-style-type: none"> Refer to Class Charter and school values. Place child's name peg against the reflection face. Reflection conversation with the class teacher to support children make the right choice. Lose 5 minutes of their playtime. 	Class teacher
Level 2 (High Level classroom disruption or persistent level 1 behaviour)	<ul style="list-style-type: none"> Click on 'Needs Work' icon on the Dojo system. Select the value that the child needs to work on. Conversation with parents. Child to complete reflection sheet (adult scribe where needed) Loss of privilege as agreed by the adults. 	Class teacher Emotionally available adult (pastoral Support)
Level 3 (Achieving level 2 on a regular basis)	<ul style="list-style-type: none"> Reflection conversation and sheet to be completed with class teacher after the incident. Add incident on Cpoms Formal meeting with Parents/Carers Discuss the next steps of how to support the child. Look at the patterns of behaviour-consider an intervention to support the emotional regulation. Loss of privilege as agreed by the adults. Class teacher to agree a target alongside the child using the pastoral support plan to support the child with appropriate behaviour. Some children will have a bespoke behaviour plan. 	Class teacher and Year Group Leaders Pastoral support
No improvement		
Level 4	<ul style="list-style-type: none"> Second meeting with parents/carers Revisit patterns of behaviour-consider changing Intervention to support the emotional regulation. Possible internal exclusion. 	Class teacher and Year Group Leaders Phase Leaders Pastoral support
Level 5	<ul style="list-style-type: none"> Formal meeting with Head teacher 	Head teacher
Bullying/Cyber Bullying / peer on peer abuse	<ul style="list-style-type: none"> If there are 3 or more incidents reported within a month and if after adult intervention there is no improvement, then this must be recorded on Cpoms. 	Class teacher Team Leader



	<ul style="list-style-type: none"> • Each report of bullying should be investigated through a discussion with the victim and perpetrator. • Consequences for bullying are as above following each warning. 	Phase Leader Pastoral Support DSL
Racism/prejudice/Homophobia	<ul style="list-style-type: none"> • These incidents should be recorded on Cpoms then dealt with according to the above steps 	Year/Team Leader Senior leader DSL

Please keep the 'Reflection sheets' in a file. You can come in at Level 1 or 2 OR at 'Bullying/Cyber Bullying/peer on peer Bullying' and 'Racism/Prejudice/Homophobia'

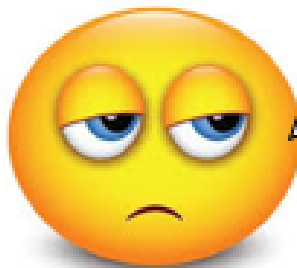
Time to Reflect



- I will remind myself of the class charter and the school values.
- I will place my name peg against the reflection face and think about how I can make a better choice next time.



- I will have a reflection conversation with my class teacher to help me make the right choice.



- I will lose 5 minutes of my playtime.

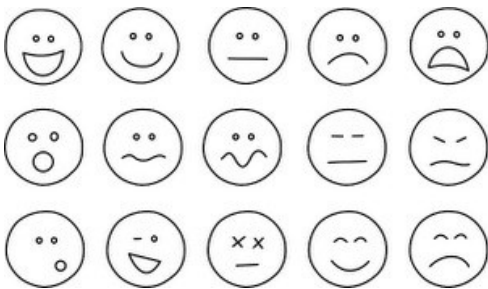
Go to Level 2 if high Level classroom disruption or persistent Level 1 behaviour is displayed in class

Name:	Incident Notes (brief overview by adult after the form has been completed by the child)
Class:	
Incident Date:	
Location:	
<i>I have already been given a warning but I have chosen not to change my behaviour. I must complete this sheet because my behaviour does not promote the class charter or school values.</i>	

What value have I not shown?

- Respect
- Resilience
- Honesty
- Friendship
- Positivity
- Kindness

I feel



I chose to

- Hit
- Shout
- Hurt
- Damage
- Ignore

I could have

- Used kind hands
- Listened
- Use kind words
- Asked for help

Now I want to

Appendix 5

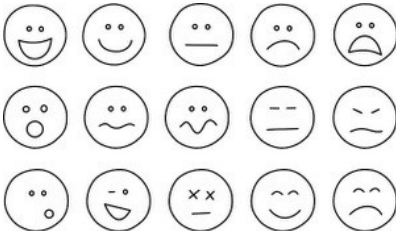
Reflection Sheets - KS2

Name:	Incident Notes (brief overview by adult after the form has been completed by the child)
Class:	
Incident Date:	
Location:	
<i>I have already been given a warning but I have chosen not to change my behaviour. I must complete this sheet because my behaviour does not promote the class charter or school values.</i>	

What value have I not shown?

- Respect
- Resilience
- Honesty
- Friendship
- Positivity
- Kindness

I feel



Who was involved?

What happened?

Why did it happen?

My choices have made others feel

KS2 reflection page 2

How can I make a better choice next time?

I think my consequence should be

I can resolve the situation by



Appendix 6

Level 2 Behaviour Letter

Child's full name: _____

Date: _____

Dear Parent,

Recently, your child, _____, has not been behaving as well in school as they could. Your child has had three incidents of inappropriate behaviour.

It is important that your child understands the need to follow the class charter and demonstrate the school values at all times. 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's name: _____

Please return this slip to the class teacher to confirm you have discussed this at home. Thank you.

Name of child:

Parent name:

Parent signature:



Level 3 Behaviour Letter

Child's full name: _____

Date: _____

Dear _____

Following my previous letter sent on _____ regarding the behaviour of _____
_____. I am sorry to say that he/she is still struggling to adhere to our class charter and demonstrate the school values at all times.

I would appreciate it if you could arrange to meet myself and the year group team leader after school so we can discuss a way forward.

Your Sincerely,

Class teacher's name: _____



Level 4 Behaviour Letter

Child's full name: _____

Date: _____

Dear _____

Following my previous letter sent on _____ regarding the behaviour of _____, I am sorry to say that he/she is still struggling to adhere to our class charter and demonstrate the school values at all times.

We now need to escalate this to the next level so I would appreciate it if you could arrange to meet myself, the team leader and a member of the senior leadership team after school so we can discuss a way forward.

Your Sincerely,

Class teacher's name: _____



Level 5 Behaviour Letter

Child's full name: _____

Date: _____

Dear _____,

I am sorry to report that, despite meeting and creating a behaviour contract, _____ has continued to make the wrong choices.

_____ would now benefit from a structured approach to help improve his/her behaviour in school.

I would be grateful if you could attend a meeting with the head teacher, the pastoral lead and myself, to discuss how we can best support your child in improving their behaviour.

Meeting date: _____

Time: _____

Your Sincerely

Class teacher's name: _____

Appendix 7

Individual Behaviour Plan (IBP)

Child's name:

Class:

Date that Individual Behaviour Plan commenced		Meeting attended by and roles:	
Context (why has this plan been put in place)			
Potential triggers identified (what may be causing this behaviour- patterns)			
Desired outcome			
Strategies/interventions to use			
Review notes (to be completed by Phase Leader or Behaviour Lead)			