

# Behaviour policy and statement of behaviour principles



## Holly Lodge Primary Academy

The Kite Trust is committed to equality and diversity.

We promote an inclusive culture for all our staff and the communities that we serve.

This Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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|----------------------------|------------------------|
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## 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 Academy Heads and school staff, 2016](#)
- › [Behaviour in schools: advice for Academy Heads and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

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

This policy complies with our funding agreement and articles of association.

## 3. Definitions

**Yellow choice (leading to orange choice) behaviour** is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude

**Red Choice behaviour** is defined as:

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

## 4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

| TYPE OF BULLYING   | DEFINITION  |
|--|---|
| Emotional  | Being unfriendly, excluding, tormenting   |
| Physical   | Hitting, kicking, pushing, taking another's belongings, any use of violence   |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul> | 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 |

| TYPE OF BULLYING          | DEFINITION  |
|---------------------------|---|
| 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 |

Details of our schools approach to preventing and addressing bullying are set out in our anti-bullying strategy [here](#).

## 5. Roles and responsibilities

### 5.1 The governing board

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

### 5.2 The Academy Head

The Academy Head 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 (see appendix 3 for a behaviour log)
- › Challenging pupils to meet the school's expectations

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

## 5.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## 5.5 Pupils

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

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

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

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

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

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

## 6. School behaviour curriculum

**Our purpose is: -**

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

Pupils are expected to:

- › Behave in an orderly and self-controlled way

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

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

## 6.1 Mobile Devices

Mobile devices cannot be used by children during the day. Children who require a mobile device due to walking to and from the Academy without an adult will be able to complete a form and hand their device in to the Academy office. Please see our Portable Mobile Technology Policy for further details.

## 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 school.

They will:

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

### 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 [here](#).

### 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 Star Points:

**Star points may be awarded:**

- At playtime/lunchtime up to 3 Star Points can be awarded for behaviour/attitude/respect etc.
- Up to 3 points for Academic achievement – when a good piece of work/good learning is recognised
- Up to 3-star points for demonstration of the REACH Holly Lodge values - e.g., helping another child; showing extra kindness or thoughtfulness; opening a door for an adult; good lining up; good manners.

Once awarded, Star Points cannot be withdrawn.

**Additional star points**

- 5-star points should be awarded to Star of the Week, Writer of the Week and Maths Magician.
- 20-star points for Governor Award
- Up to 10-star point can be awarded for extended projects
- 5-star points for moving to GOLD
- 

At the end of the year, the children with the highest number of Star Points in each class will be invited to a party with the Head teacher.

## **7.4 Responding to misbehaviour**

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

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

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

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

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- › Sending the pupil out of the class
- › A verbal reprimand and reminder of the expectations of behaviour
- › Setting of written tasks such as an account of their behaviour
- › Expecting work to be completed at home, or at break or lunchtime
- › Detention at break or lunchtime, or after school
- › Loss of privileges – for instance, the loss of a prized responsibility
- › School-based community service, such as tidying a classroom
- › Referring the pupil to a senior member of staff
- › Letter or phone call home to parents
- › Agreeing a behaviour contract

- › Putting a pupil 'on report'
- › Removal of the pupil from the classroom
- › Suspension
- › Permanent exclusions, in the most serious of circumstances

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

## 7.5 Reasonable force

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

- › Causing disorder
- › Hurting themselves or others
- › Damaging property
- › Committing an offence

Incidents of reasonable force must:

- › Always be used as a last resort
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents (see appendix 3 for a behaviour log)

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

## 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 Academy Head, or by the Academy Head 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 Academy Head, 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 Academy Head to try and determine why the pupil is refusing to comply.

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

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

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

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

Outer clothing includes:

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

### **Searching pupils' possessions**

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

- › Desks
- › Lockers
- › Bags

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

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

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

### **Informing the designated safeguarding lead (DSL)**

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

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

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

### **Informing parents**

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

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

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

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

### **Strip searches**

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

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

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

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- › Act to safeguard the rights, entitlement and welfare of the pupil
- › Not be a police officer or otherwise associated with the police
- › Not be the Academy Head
- › Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **7.7 Off-site misbehaviour**

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

- › Taking part in any school-organised or school-related activity (e.g. school trips)
- › Travelling to or from school
- › Wearing school uniform
- › In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## 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.

## 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 Academy Head 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.

## 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, 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 [here](#).

## 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 for more information on responding to allegations of abuse against staff or other pupils.

## 7.12 Responding to victims

Where a pupil has been a victim of a misbehaviour the member of staff supporting the situation will make the victim's parents/carers aware. The member of staff will ensure that a restorative approach has been used to move forward and that the victim is happy with the outcome.

The class teacher of the victim will be notified of the misbehaviour and will make observations and check-in with the victim following the incident to reduce any lasting effects of emotional or physical injury.

When a child has misbehaved and they have received a red letter if another child has been a victim of this behaviour the behaviour lead is notified and a link is made between the offender and the victim on CPOMS. This can be monitored closely by the DSLs to notice any trends that made need action from our Anti-Bullying Policy.

## 8. Serious sanctions

### 8.1 Red choice letter

All members of the Senior Leadership Team can authorise a red letter.

Pupils issued with a red choice letter will miss the next available break time or excluded from an activity at the end of the day if it issued after lunchtime.

The parents also receive a copy of the red choice letter that goes home with the child. The class teacher will inform the parent with a phone call if a letter has been issued before lunchtime, otherwise the class teacher will speak with the parent at the end of the school day.

### 8.2 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 a member of staff and will be removed for a maximum of a whole school day.

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

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

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

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

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

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

### **8.3 Suspension and permanent exclusions**

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

The decision to suspend or exclude will be made by the Academy Head 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.

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

The school's approach to anticipating and removing triggers of misbehaviour include the following examples:

- 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 their 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.

## 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 could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card 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 behaviour policy and the wider school culture.

### 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 with regular training on managing behaviour, including training on:

- Restorative approach
- The proper use of restraint
- 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.

## 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 the Behaviour Lead and Senior Leadership Team.

The data will be analysed from a variety of perspectives including:



- › At school level
- › By age group
- › At the level of individual members of staff
- › By time of day/week/term
- › By protected characteristic

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

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the Academy Head and governors 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 Academy Head

## **14. Links with other policies**

This behaviour policy is linked to the following policies:

- › Exclusions policy
- › Child protection and safeguarding policy
- › Physical restraint policy
- › Mobile phone policy

#### Appendix 1: written statement of behaviour principles

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

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Appendix 2 Rewards and Consequences

### Behaviour – Rewards and Consequences

This system for rewards and consequences forms part of the behaviour policy at Holly Lodge.

#### **Our purpose is: -**

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

Each class has a coloured *Choices Chart* which forms part of the ladder of consequences.

Expected behaviour is *green*. Anything above and beyond this in the classroom is *gold*. When *gold* behaviour is spotted, the child receives five Star Points (see below) and is placed on the *gold* zone. If a child stays *green* all week, he/she is placed on *gold* at the end of the week and will then receive five Star Points.

All children start on *green* at the beginning of each day. (KS1 children also start on *green* at the beginning of the afternoon session). Each step on the behaviour ladder also shows the children what will happen if their behaviour is not as it is expected.

*Orange* and *red* behaviours are recorded, and these are monitored by the Senior Leadership Team. The Head will be informed if the behaviours continue.

KS2 – ORANGE: Child should sit in a designated area of the classroom for 5 minutes to reflect on the behaviour choice. (There are orange zone forms which can be used for this purpose). 5 minutes' golden time privilege is lost for every *orange* behaviour. The child may then move his/her name back up to yellow.

KS2 - RED: A red choice letter is used to record the behaviour choice, and this is then shared with the Senior Leadership team and the parents/guardian of the child. The child then has a period of reflection at the next available time. For example, if the incident occurs before morning play time, then the child will spend their playtime with a member of staff who is on playground duty. If an incident occurs after lunchtime play the child will then have a 15-minute period of reflection before the end of the day, for example, they may be excluded from class story time at the end of the day and spend time outside of the classroom.

KS1 – ORANGE: 5 minutes of playtime is lost for orange behaviour to give time for reflection.

KS1 – RED: A red choice letter is used to record the behaviour choice, and this is then shared with the Senior Leadership team and the parents/guardian of the child. A whole playtime is lost for red behaviour (break or lunchtime) and the child has to spend their playtime with duty staff or if it is in the afternoon that an incident occurs then the period of reflection will be before the end of the school day.

## Rewards

Star Points will be awarded in class for learning and to children demonstrating Holly Lodge values – see below.

### Star points may be awarded:

- At playtime/lunchtime up to 3 Star Points can be awarded for behaviour/attitude/respect etc.
- Up to 3 points for Academic achievement – when a good piece of work/good learning is recognised
- Up to 3-star points for demonstration of the REACH Holly Lodge values - e.g., helping another child; showing extra kindness or thoughtfulness; opening a door for an adult; good lining up; good manners.

Once awarded, Star Points cannot be withdrawn.

### Additional star points

- 5-star points should be awarded to Star of the Week, Writer of the Week and Maths Magician.
- 20-star points for Governor Award
- Up to 10-star point can be awarded for extended projects
- 5-star points for moving to GOLD

At the end of the year, the children with the highest number of Star Points in each class will be invited to a party with the Head teacher.

Each class has a grid for collecting Star Points.

Children collect Star Points:

|                    |                    |                   |                                     |
|--------------------|--------------------|-------------------|-------------------------------------|
| 100 = bronze award | 200 = silver award | 300 = gold award. | 400+ Star+ award at end of the year |
|--------------------|--------------------|-------------------|-------------------------------------|

When ALL members of the class have:

|                                       |   |                                      |
|---------------------------------------|---|--------------------------------------|
| bronze merit award = 1 hr golden time | silver merit award = up to ½ day reward | gold merit award = up to 1 day award |
|---------------------------------------|---|--------------------------------------|

### Celebration Assembly – each Friday

- Bronze, Silver and Gold Star certificates will be awarded
- Choose one child as Star of the Week who has demonstrated Holly Lodge values
- Writer of the Week to stand up in assembly - certificates awarded in class
- Maths Magician (This could be a group of children) to stand up in assembly – certificates awarded in class

Golden time

At the discretion of the class teacher, children who have exemplified the Holly Lodge values may be given up to a maximum of 15 minutes golden time. This is a privilege.

### Restorative Approach

At Holly Lodge, we have high expectations of our pupils. They should understand that it is the responsibility of staff and pupils to uphold and maintain our school rules. For occasions when this is

proving not to be the case, we use restorative approaches to help pupils understand the impact of their actions and how to put it right.

We believe that by using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone’s behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong, they will be asked to put things right and change their behaviour, so it does not happen again.

**Restorative Approach Questions:**

When our pupils find themselves in conflict or upset, we will ask them:

- What happened?
- What had happened before that? (To find out if there is a bigger picture)
- What were you thinking/ How were you feeling when it happened?
- Who has been affected and how?
- What needs to happen to put this right? (What needs to happen for them and anyone else who is involved)

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

|   |   |
|---|---|
| Examples of behaviours – this is a guide only and depending on the severity, may go straight to orange or red.  |   |
| Yellow Behaviours (escalating to orange)  | Red Behaviours  |
| <p>Examples:</p> <ul style="list-style-type: none"> <li>• Talking out of turn</li> <li>• Shouting out</li> <li>• Tapping</li> <li>• Swinging on a chair</li> <li>• Arguing back</li> <li>• Spoiling others’ games</li> <li>• Attention seeking</li> <li>• Teasing</li> <li>• Disturbing the learning of others</li> <li>• Unkind comments</li> <li>• Choosing not to follow class instructions</li> </ul> | <p>Examples:</p> <ul style="list-style-type: none"> <li>• Swearing</li> <li>• Stealing</li> <li>• Racist/Homophobic comments</li> <li>• Dangerous behaviour – hitting, kicking, violence, using equipment in a way that endangers others</li> <li>• Demeaning behaviour</li> <li>• Spitting</li> <li>• Deliberate damage to property</li> <li>• Refusing to follow the instructions of a member of staff</li> <li>• Bullying</li> </ul> |
| Orange Behaviours   |   |

|   |  |
|---|--|
| <p>Examples:</p> <ul style="list-style-type: none"> <li>• Lack of respect to adults : <ul style="list-style-type: none"> <li>○ Shrugging at an adult</li> <li>○ Eye rolling/tutting</li> <li>○ Turning away from an adult when being spoken to</li> <li>○ Answering back</li> <li>○ Interrupting</li> </ul> </li> </ul> |  |
|---|--|

| Examples of gold behaviour  |
|---|
| <p style="text-align: center;">(Remember that we expect green behaviour.)</p> <p>Gold behaviour is for going above and beyond what is expected. It is for setting the example by model behaviour.<br/>e.g., good sitting in assembly may be awarded by a star point – but exemplary behaviour over time in assembly or in class that sets the example to others in the class may be awarded GOLD</p> <ul style="list-style-type: none"> <li>• <b>Role model:</b> For always being the first child ready or consistently being the first table ready and tidy.</li> <li>• <b>For a sustained improvement in behaviour</b> (not a one-off improvement) where a child has turned their behaviour around – celebrate this with the rest of the class.</li> <li>• <b>For consistent helpfulness</b> to the teacher or others in the class. • <b>For effort and achievement</b> which is consistent over time</li> <li>• <b>For a sustained improvement in effort.</b></li> <li>• <b>For an outstanding piece of learning</b> where the child has really pushed him or herself.</li> <li>• <b>Meeting an individual target/challenge</b></li> <li>• <b>Collaboration of a group/table for a target</b></li> </ul> |

**Ladder of Consequences**

| Step 1   |
|--|
| <p>If I am not displaying green behaviour my teacher will give me a warning.<br/>I know that there will be consequences if I continue to make the wrong choices.</p> |

| Step 2   |
|--|
| <p>I will be placed on yellow.<br/>I need to think carefully about my behaviour.<br/>If I make the correct choices, I can move back up to green.</p> |

| Step 3  |
|---|
| <p>If I do not calm down and continue to make the wrong behaviour choices, I will be placed on orange and will be asked to move to a Time Out table for 5 minutes, where I will be asked to think about my behaviour. (KS2: I will be asked to complete a behaviour record sheet).<br/>Privileges will be taken away from me. I will need to catch up with the learning I have missed.<br/>My behaviour will be recorded on the class zone sheet.</p> |

| Step 4 |
|--------|
|--------|

If I continue to make the wrong behaviour choices,  
I will be placed on the red zone and a red letter will be sent  
home.  
I will have a period of reflection and spend my next playtime with duty staff on the playground or be asked to I have  
sometime away from the class at the end of the school day.  
I may be taken to the team leader to work.  
My behaviour will be recorded on the class zone sheet.

If I continually make the wrong choices and I have been on red three or more times in a week, or I am regularly on red,  
I will be

placed on Step 5

**Step 5**  
The Headteacher will complete a Success Contract and targets for my behaviour will be set.  
My behaviour will be monitored, recorded daily and shared with my parents.  
I will be placed in detention for an appropriate amount of time.

If I do not meet my targets, I will be placed on Step 6

**Step 6**  
I will have a behaviour contract set and I MUST keep my  
targets. I will be placed in detention for an appropriate  
amount of time.

If my behaviour does not improve, I will be placed on Step 7

**Step 7**  
My parents will be informed by letter that I am not allowed to be taught in  
class. I will have no access to the playground or extra-curricular clubs.

If my behaviour does not improve, I will be placed on Step 8 then 9

**Step 8 & 9**  
My parents will be informed by letter that I am not allowed to come to school for a set period of  
time. This will be on my school record forever.  
I will have no access to the playground or extra-curricular clubs.

If my behaviour does not improve, I will be placed on Step 10

**Step 10**  
My parents will be informed by letter that I am not allowed to come back to Holly Lodge Primary  
School. This will be on my school record forever.

Appendix 3: Choices chart monitoring form



CHOICES CHART MONITORING SHEET

CLASS \_\_\_\_\_ WEEK BEG: \_\_\_\_\_

| YELLOW | ORANGE | RED   |
|--------|--------|---|
|        |        | Persistent Disruption<br>VERBAL (incl Swearing) |
|        |        | PHYSICAL<br>BULLYING                            |
|        |        | RACIST I<br>OTHER (EG RESPECT)                  |



Appendix 4: Orange choice reflection sheet (KS2 only)

## Orange Zone KS2 Time Out Reflection (Five minutes)

Name ..... Class.....

Date.....

I am in the ORANGE ZONE because....

- What happened?
  
  
  
  
  
  
  
  
  
  
- Did anything happen before?
  
  
  
  
  
  
  
  
  
  
- What were you thinking and feeling at the time?
  
  
  
  
  
  
  
  
  
  
- Who has been affected and in what way?

What do you think needs to happen to make things right?

I am going to.....

Children in KS2 should complete this record during Time Out (Orange Zone stage). Please retain completed record sheet in class for reference. (It does not need to be sent to SLT.)

Appendix 5: Red Choice Letter



**Holly Lodge**  
Primary Academy



## Red Choice Letter

Child's name:

Class:

|                                     |            |   |  |
|-------------------------------------|------------|---|--|
| <b>Date:</b>                        |            | <b>REASON FOR LETTER: (please tick)</b> |  |
| <b>Time:</b>                        |            | Persistent Disruption                   |  |
| <b>Location:</b><br><b>(circle)</b> | Playground | <b>Peer to Peer incident:</b>           |  |
|                                     | Classroom  | Physical                                |  |
|                                     |            | Cyber                                   |  |
|                                     |            | Verbal                                  |  |
|                                     |            | Social                                  |  |
|                                     |            | Other*                                  |  |
|                                     | Other:     | <b>Child to Adult incident:</b>         |  |
|                                     |            | Verbal                                  |  |
|                                     |            | Physical                                |  |

\*e.g. racist/homophobic/sexual harassment

|   |  |
|---|--|
| <b>Name of adult who witnessed/dealt with incident:</b> |  |
|---|--|

|                              |
|------------------------------|
| <b>Description of event:</b> |
|                              |

|   |
|---|
| <b>Was the Restorative Approach used: Yes/ No</b> |
|   |

|   |  |
|---|--|
| Is action required by the Head Teacher? |  |
| Class Teacher Signature:                |  |

|                       |  |
|-----------------------|--|
| Head / SLT Signature: |  |
|-----------------------|--|

Copy given to: PARENT / SENIOR LEADERSHIP TEAM

