

# Woodthorne Primary School



## Behaviour System September 2022

## **Good to be Green**

### **Good to be green behaviour system**

We use the 'good to be green' behaviour system in school as it is a consistent and fair behaviour system. All staff follow the 'good to be green' system.

- It praises those who always get it right and supports children who are struggling and it provides opportunity for children to change their behaviour.
- It is easy to use (quick for supply teachers or PPA teachers to take on board) and easy for children to understand.

### **How it works**

Each class has their own chart with the children's names displayed. Each day is a fresh start, all children start with a green card.

The class will agree their class accepted behaviours (Referred to as 'Class Agreement') during the autumn term. .

If a child breaks a class agreement/core value or shows inappropriate behaviour, a verbal warning is given. If this happens again their name is put on the board. A stop and think card can also be issued at this point, dependent on the need of the individual child. On the third incident a Yellow Card is given. The yellow card of that child is placed on the class chart under the child's name as a visual prompt.

At this point the child has another chance to turn the behaviour round and go back to green. If the behaviour continues then the child will go onto a red card which is placed over yellow card in the good to be green chart.

The consequence for a red card depending on the child is that a child misses that day's lunch time. Dependent on the severity of the incident, further lunchtimes can be taken as a sanction in discussion with an SLT member.

Parents will be informed if their child has received a red card verbally at end of day or by phone. SLT will be checking on children that receive red cards to support them. (e.g talk to parents/report card/pastoral support etc). The class teacher will inform a member of SLT if they are concerned about a child's amount of red cards.

Red cards are recorded on each child's behaviour log (Scholar Pack). Which are monitored regularly by the SLT to identify any patterns of behaviour and if further intervention and support is needed.

However please be aware some inappropriate behaviours will go straight to a red card e.g. fighting, deliberately hurting pupils and staff and abusive or threatening behaviour towards other children and adults. These situations should go straight to Phase Leader and then the Headteacher/Head of School (if deemed necessary) or a member of SLT in the Head's absence.

If a child continues a pattern of receiving red cards, parents will become involved and an extra system put into place that will link into the 'good to be green' system.

## **Roles and Responsibilities**

### **The governing board**

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

### **The headteacher**

The headteacher is responsible for:

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

### **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.

### **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

We 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.

## 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 Core Values and routines
- The rewards they can earn for meeting the behaviour expectations, and the consequences they will face if they don't meet the expectations
- The pastoral support that is available to them to help them meet the behavioural expectations

Pupils will be supported to meet the behaviour expectations 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.

## Our Core Values



Woodthorne's Core Values communicate our school's story – its mission, standards and desired outcomes. They provide the foundation for building the type of atmosphere we want to foster. They are the terms of practice that clearly define how everyone will work together to achieve Woodthorne's vision and carry out its mission. Our core values underpin everything we do at Woodthorne Primary School. The values of Courage, Ambition, Respect and Excellence spell out the acronym 'Care'; we are a caring school and demonstrate this by showing compassion and understanding towards each other – within our community and beyond.

We all have a set of values that inform our thoughts, decisions, and actions and help to align a life path to what's important to us. They're the essential foundation in finding our life purpose, because they remind us – and others – who we truly are. School values help pupils understand right from wrong and they also help to shape the mindsets and behaviours of future adults. We all have a duty to support the character development of our pupils and our core values will ensure that we instil something that they can take with them for life.

### How our core values can be displayed through our behaviour:

Courage	Ambition	Respect	Excellence
<ul style="list-style-type: none"> <li>• Taking responsibility for our actions</li> <li>• Telling the truth</li> <li>• Owning up if you have made the wrong choice</li> <li>• Making the right choice when those around you are not</li> <li>• Accepting sanctions when given</li> </ul>	<ul style="list-style-type: none"> <li>• Setting a good example for others to follow</li> <li>• Love your learning</li> <li>• Want to be the best you can be.</li> <li>• Playing and working together</li> </ul>	<ul style="list-style-type: none"> <li>• Build friendships</li> <li>• Respect yourself and others</li> <li>• Make kind choices</li> <li>• In class, make it possible for others to learn</li> <li>• *Move quietly around school</li> <li>• Treat the school buildings and school property with respect</li> </ul>	<ul style="list-style-type: none"> <li>• Be determined to always make the right choice</li> <li>• Take pride in your behaviour and learning</li> <li>• Believe in yourself and others</li> <li>• Wear the correct uniform at all times</li> <li>• Refrain from behaving in a way that brings the school into disrepute, including when outside school or online</li> </ul>

#### \*Move quietly around school

Staff will expect children to move around school quietly. This will include:

- Going outside to break/lunch
- Entering the school after break/lunch
- Entering assemblies
- When leaving a classroom.

During transition times, children must be supervised at all times when leaving or entering a classroom. Large groups of children should not be left unattended in classrooms or corridors. Each transition point will be strategically led by a staff member and well thought out to ensure all children understand exactly what is expected of them. Staff should strategically position themselves so their children are in their line of sight at all times. This allows staff to reinforce the expectations of their behaviour at all times.

When moving around school, staff should not lead a line as this poses the risk of not being able to see the children at the rear of the line. Staff will position themselves at the front of the line in the first instance, giving a clear instruction to the line leader about where to stop. As the line moves past the staff member will position themselves in the middle of the line until the line stops. This will allow all the staff member to have sight of all children and reinforce expectations of behaviour. This is then repeated until the children reach their destination.

#### The children that get it right

Each class will need to have a class tally chart that is clearly visible to the whole class. By the end of the day if a child remains on green, a green tally point is achieved.

A gold card is given to those that are continually on a green or behave/ engage exceptionally well. Gold cards are also given if a child has been on green all week. Gold and platinum cards receive a sticker on a good to be green book mark. Once the bookmark is has 21 stickers, the child's parents are invited to school and a certificate is presented in assembly and the children are sent to the Phase Leader to receive a dip in the box.

Platinum cards are also rewarded with the child's name being put into a hat with the chance of winning 'Afternoon Tea with the Head Teacher'. Parents will be informed of gold and platinum card rewards with a text or message on Class Dojo (for those year groups currently trialling).

If more than one book mark is completed parents and the child are invited into meet with the Headteacher and receive another reward.

(See **appendix 2**)

If a child is not responding to the 'good to be green' behaviour system for SEN or behavioural reasons there still needs to be a clear, consistent behaviour system for that child with consequences and rewards that all staff involved with that child are clear about. Where possible link it into the 'Good to be green' system.

## **Rewards and Sanctions Overview**

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour. We have an escalation policy of behaviours that are accepted and behaviours which are declined (see Appendix 3).

All class teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence. Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

## **Rewards**

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance. Teachers should work on the principle of a 4:1 praise to sanction ratio.

Rewards may involve:

- Verbal praise and smiling at children Verbal praise to parents about their children
- Stickers and stamps
- Certificates
- Sending good work to other staff members for reward or praise
- Special responsibility jobs
- Special privileges
- Positive communication home (phone call, text message, Class Dojo)
- Class wide rewards – classes can earn extra play for good behaviour at lunchtime (Class Pass)
- House points (see below section) First in line
- Values award and Learner of the week certificates
- Praise certificates

## House points

House points are awarded to encourage positive choices, whether they are for learning attitudes or positive behaviour. They also link to our Good to be Green system when awarding Gold and Platinum cards.

- Gold card
  - Sticker on your bookmark
  - Two house points
- Platinum card (Awarded by SLT)
  - Sticker on bookmark
  - 5 house points (awarded by SLT)
  - Name in hat for afternoon tea with the head teacher

The following house points can be awarded in one go:

- Lunchtime Supervisors and Office Staff– 1 house point
- Teachers and TAs – 2 house points
- SLT – 5 house points

House points will be counted weekly by House Captains and a cup will be given in Celebration Assembly to the winning house. Certificates will be given in Celebration Assembly to individual children who reach house point milestones:

- Bronze – 50 house points
- Silver – 150 house points
- Gold – 300 house points
- Platinum - 500 house points

## Class Pass

With Class Pass, children are rewarded for behaving well. Often in schools it is children who behave badly who are rewarded in different ways in an attempt to modify their behaviour pattern, causing resentment amongst both children and staff in school. Class Pass ensures that the children who behave well, which are the majority, are rewarded.

Class Pass activities are suggested and agreed by the children and staff. When the class reaches the top of the Class Pass display, they will receive a 'Golden Time' activity.

In this way, the message given to children is that if they are sensible, co-operative and go about their business to the best of their ability, they will be consistently rewarded for their efforts and they are secure in the knowledge that their reward will not be forgotten about due to pressure from other commitments in the curriculum. Children who break one or more of the rules in class or elsewhere in school or playground risk losing Class Pass time.

## Assembly Time

A positive assembly is held on a Friday afternoon to end the week. This brings our whole community together to share in each other's successes. Here we award certificates for learner of the week, values award, staff member of the week and good to be green certificates. Teachers read out why the child has received a particular award that week for all to hear the good choices they have made.

## Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence/assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comment
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## Sanctions

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of sanctions to ensure behaviour is corrected; ensuring a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

**Be calm** – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

**Logical consequences** – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours

**Fresh Start** – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.



It is imperative that any sanction is applied fairly and the consequences fully explained.

If the class/school rules are broken the following sanctions may be taken:

(Sanctions will be differentiated to the needs of the children – refer to traffic light system above)

1. Verbal warning
2. Name on board
3. Name underlined and yellow card given
4. Red card given and parent spoken to (class teachers' responsibility)
5. Purple card is more serious and involves a meeting with parents and a report card started. (Phase Leader/Class teacher)
6. Children who display aggressive and challenging behaviour may bypass the stages of warning and be required to work out of class in a 'Time out' area under the supervision of Phase Leaders, Deputy Head or Headteacher
7. Referral to S.E.N. Coordinator & liaison with other support agencies through Area Team – (meeting with parents – if not already taken place)
8. Fixed term exclusion – Lunchtime
9. Short fixed term exclusion from School
10. Long fixed term exclusion from School
11. Permanent exclusion from School

### **Serious Incidents (Purple Cards)**

- The following are classed as very serious incidents:
- Absconding
- Bullying
- Cheating
- Defiance
- Persistent lies
- Continues disruption in class
- Physical violence
- Racism
- Stealing
- Swearing

Extremely poor behaviour must be reported to the Deputy Head or Headteacher immediately. A letter will be sent home or a phone call made to the parents (class teacher responsibility). For instances of serious unacceptable behaviour, a child may spend a period of time with the Family Support Worker where he/she will be able to continue with their studies. For continual unacceptable behaviour or in case of serious verbal or physical violence, the child may be excluded from school. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

### **Removal from Classrooms**

In response to serious or persistent breaches of this policy, a pupil may be removed 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. Every attempt will be made to reintegrate the child back into class when it is safe to do so. Each incident will be assessed individually.

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 staff dealing with the removal 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 by the Class Teacher.

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

- Use of teaching assistants
- Short term behaviour plans
- Long term behaviour plans
- Pastoral/Emotional Support
- Multi-agency assessment
- Early Help Intervention

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.

## **Recording, Monitoring and Evaluating Behaviour**

SLT review CPOMS termly and create actions based on issues and trends, in order to ensure support at the right times and in the right places.

To produce such a report the following processes must be carried out:

- All Red and purple card incidents to be logged onto CPOMS
  - The child's class teacher (or HLTA if covering) should log red or purple card incidents/issues on CPOMS if they arise for a child in their class (see Appendix 1 – Good to be Green Restorative Ladder)
- Some Yellow card incidents may be recorded as well. Teachers need to use their judgement about what warrants recording. This is to spot any patterns in behaviour early. There is no 'one size fits all' approach with logging Yellow Cards, but staff may wish to consider logging these when 5 consecutive incidents have occurred. However, this should be done sooner if staff see fit to do so.
- From this data we are able to identify trends and address any concerns.
- Behaviour contracts are also signed and kept apart of the child's behaviour file.
- It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses.

- Red or purple card incidents must always be reported to parents/carers. The method used is up to the discretion of the class teacher and it is their responsibility to follow through both with communication, consequences in line with the restorative framework and log this.

### Lunchtime Misbehaviour

- The good to be green system is also in place where the lunchtime member of staff will inform the class teacher of any yellow cards. These should be dealt with in a restorative approach.
- Red or purple cards are reported to the class teacher and SLT member of staff that is on duty by the Senior Lunchtime Supervisor.
- The Class Teacher will take responsibility for logging this on CPOMS and will liaise with the Phase Leader regarding further action (e.g. communication with home).

### 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: 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

*We will not tolerate bullying at Perry Hall Multi- Academy Trust.  
Repeated bullying will be treated very seriously and may result in  
exclusion.*

If you are worried about bullying, parents must talk with a class teacher or another member of staff. Staff cannot deal with bullying if they are not aware of difficulties children are facing. Allow the school to take a lead in dealing with the problem and keep communication lines open. Please see our Anti-bullying policy for further information.

### **Physical Intervention and Restraint (See Policy)**

If a child violently attacks another child or adult and becomes a danger either to him / herself or others and does not respond to de-escalation strategies, then physical restraint may be necessary. The child should be removed from the situation as soon as possible and a member of SLT notified immediately. Immediate action will be taken to involve parents.

A Serious Incident/Physical Restraint form must be completed and the situation discussed with the Head Teacher. If any member of staff has been injured / assaulted in the process of physically restraining a child, the correct documentation must be completed as soon as possible. The Senior Leadership Team will work with the member of staff and parents to devise an action plan to meet the child's needs. This may include the involvement of other agencies.

Please see 'Physical Restraint Policy' for further guidance.

### **Racial / Sexual Harassment**

Racial / sexual harassment will not be tolerated. All incidents are recorded and dealt with promptly in line with the School Behaviour Policy and the LA Policy.

The curriculum for P.S.H.E. and Multi-Cultural Education is designed to foster appropriate and responsible behaviour and to deter offensive behaviour.

### **Race Equality Policy**

The Race Equality Policy is clearly outlined within the School's overall Policy for Multi-Cultural Education. School aims to promote Race Equality through the strategies outlined within the Policy for MultiCultural Education. Racial Discrimination is not tolerated and all incidents are recorded and dealt with in line with this School Behaviour Policy.

### **Monitoring Racist Incidents**

Racist incidents are recorded on Scholar Pack and flagged as racist.

### **Pastoral Support Programme**

A Pastoral Support Programme is a school based intervention to help individual pupils to better manage their behaviour. It is overseen by the SEN Coordinator and involves the identification of precise and realistic

behavioural outcomes for particular children with on-going problems. The SEN Coordinator will liaise with parents and external agencies as necessary.

## Confiscation, searches and screening

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

### Confiscation

Any prohibited items (see definitions section) 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 select appropriate [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 'Definitions' section, 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 Definitions section), 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 Definitions section). 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.

### **Offsite 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).

### **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.

### **Suspected Criminal Behaviour**

If a pupil is suspected of criminal behaviour, we will make an initial assessment of whether to report the incident to the police. When establishing the facts, we 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/Deputy Headteacher/Pastoral Lead will make the report.

Woodthorne will not interfere with any police action taken. However, we may continue to follow our 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.

## **Zero-tolerance Approach to Sexual Harassment and Sexual Violence**

Woodthorne Primary 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 feel 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.

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

## **Responding to Misbehaviour from Pupils with SEND**

### **Recognising the impact of SEND on behaviour**

Woodthorne Primary 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, we 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. We will assess each pupil based upon their needs and make our best endeavours to anticipate and remove triggers of misbehaviour through:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Use of sensory snacks for pupils where appropriate
- 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
- CPD for staff such as:
  - Understanding conditions such as autism
  - Emotion coaching
  - De-escalation strategies
- External support from Outreach Services and implement any recommendations advised
- Use of Cosy Corner (EYFS and KS1) and The Den (KS2) separation spaces where pupils can regulate their emotions during a moment of sensory overload

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, staff 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 staff to sanction the pupil for the behaviour. We 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.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

Woodthorne'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 (Outreach), 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.

### **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.

## **Supporting Pupils Following a Sanction**

Following a sanction, the school will use restorative strategies and consider how to help pupils to understand how to improve their behaviour and meet the expectations of the school (See Restorative Practice Policy).

This could include measures like:

- Restorative Conversations
- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

## **Pupil transition**

### **Inducting incoming pupils**

Woodthorne 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. Class teachers will be responsible for sharing the policy and expectations. Support staff may also carry out

### **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.

## **Training**

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

- The proper use of restraint (Positive Handling)
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

## Appendix 1 Good to be Green – Restorative Ladder

Behaviours:	Adult responses/options to discuss with the child:
<b>Yellow/Red Cards (Follow escalation steps)</b>	
<ul style="list-style-type: none"> <li>• Low level disruption</li> <li>• Boisterous behaviour (playground)</li> <li>• Uncooperative actions</li> <li>• Not getting on with the task in hand</li> <li>• Using avoidance tactics</li> <li>• Disrupting others</li> </ul>	<ul style="list-style-type: none"> <li>• Preventative actions/de-escalation</li> <li>• Calming time within class/distraction job</li> <li>• Individual working space</li> <li>• Informal discussion to support child (RP questions, choices)</li> <li>• State the facts/Affective statements</li> <li>• Validate and redirect</li> </ul>
<ul style="list-style-type: none"> <li>• Repeatedly disrupting others</li> <li>• Inappropriate discussions and statements</li> <li>• Inappropriate language</li> <li>• Poor choices</li> <li>• Teasing</li> <li>• Hurt someone (carelessness)</li> <li>• Lack of respect for people or property</li> </ul>	<ul style="list-style-type: none"> <li>• Catch them being good</li> <li>• Say sorry and mean it</li> <li>• Miss part of golden time/special privilege.</li> <li>• Miss part of break time</li> <li>• Catch up on missed work</li> <li>• Do something nice for those who have been upset</li> <li>• Inform parents</li> </ul>
<b>Red card</b>	
<ul style="list-style-type: none"> <li>• Severe swearing /verbal abuse of another</li> <li>• Physical assault (kicked/hit/bit as part of incident)</li> <li>• Refusal to accept prior guidance</li> <li>• Continual disruption over a period of time.</li> <li>• Vandalism</li> <li>• Defiance</li> </ul>	<ul style="list-style-type: none"> <li>• Miss a break time or lunchtime</li> <li>• Discussion with parents or carers</li> <li>• Work in another class</li> <li>• Reflect on their actions (mind map, letter, picture, feelings work) and make amends</li> <li>• Work away from class</li> </ul>
<b>Purple Card</b>	
<ul style="list-style-type: none"> <li>• On-going of the above behaviours or extreme example of above behaviours</li> <li>• Extreme reaction to a situation</li> <li>• Physical assault – member of staff.</li> <li>• Physical assault (kicked/hit/bit without provocation)</li> <li>• Bullying</li> <li>• Cheating</li> <li>• Persistent lies</li> </ul>	<ul style="list-style-type: none"> <li>• Miss lunchtime(s)</li> <li>• Formal restorative conversation, including parents</li> <li>• Staff member support</li> <li>• SLT support</li> <li>• Internal exclusion</li> <li>• Explore external agency support</li> </ul>
<ul style="list-style-type: none"> <li>• Racism</li> <li>• Specific behaviours related to an on-going issue</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher intervention</li> <li>• Multi-agency meetings</li> <li>• Exclusion (see guidance)</li> </ul>

## Good to be Green



If you are on green all day, you get a tick on the tally chart

Stay on green all week then receive a gold card, where pupils will receive a sticker on their chart.

If you are continually on green, you could get a gold or platinum card

Gold card – Sticker on your bookmark  
- Two house points

Platinum card - 5 house points (awarded by SLT)

- Sticker on your bookmark
- Name in hat for afternoon tea with the head teacher
- 

Once a bookmark is full:

- Receive a certificate in assembly
- Parents invited in for assembly
- Sent to phase leader for a dip in the box
- If more than one book mark is completed, parents invited in to see Head teacher.

**Declined Behaviour**

**Verbal Warning**  
X2 Name on board

**Yellow Card**  
Miss Next Break Time

**Red Card**  
Miss Next Lunchtime(s)  
Parents informed by teacher

**Purple Card**  
Sent to phase leader. Parents informed by class teacher

**Sent to Head Teacher**  
Parents invited in for meeting with Head teacher

**Platinum Card (SLT)**  
5 House Points, name in hat for afternoon tea with Head Teacher

**Gold Card**  
Two House Points, sticker on bookmark

**House Points**  
Name on praise board

**Verbal Praise**

**Good to be Green Card**

**Accepted Behaviour**

### **Fixed Term and Permanent Exclusions**

Only the CEO, Executive Headteacher (EHT) or Headteacher (or an acting Headteacher) has the power to exclude a child from school. The CEO, EHT or Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The CEO, EHT or Headteacher (HT) may also exclude a pupil permanently. It is also possible for the CEO, EHT or HT to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The decision to exclude a child (fixed term or permanent) is taken when the child:

1. is in response to serious breaches or persistent breaches, of the school's relationships and behaviour policy; and
2. where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school
3. after a range of alternative strategies have been tried (See Sanctions)

If the EHT or HT excludes a child, parents are informed immediately, giving reasons for the exclusion. At the same time, the EHT or HT makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Before deciding to exclude, the Head Teacher should:

1. consider all the relevant facts and firm evidence
2. allow the pupil to give their version of events
3. check whether an incident appeared to be provoked by racial or sexual harassment
4. consult others if necessary
5. keep detailed notes at all stages

Exclusion can be:

1. Short Fixed Term – Arrangements for setting and marking of work must be made.
2. Lunchtime exclusion – This should be normally no more than 5 School days and must include arrangements for children on Free School Meals.

Long Fixed term exclusion from School – This can be up to 45 days in a School year and arrangements for setting and marking work must be made

### **Procedures for Excluding a Pupil**

For all exclusions:

1. Parents must be telephoned on the same day
2. The relevant letter must be sent to the parents within 24 hours
3. The relevant letter with form EX1 must be sent to children's services, Clerk to Governors' Discipline Committee, Area Team and Chair of Governors.
4. Exclusions over 5 days automatically require a Governing Body Disciplinary Committee meeting.

### **Reintegration**

A process of planned support and progress reviews is in place for all children following exclusion. The EHT or HT informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the CEO, EHT or HT. The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. The discipline committee will form to consider a permanent exclusion and have the power to either uphold the CEO, EHT or HT decision or to overturn it based on the evidence provided to them.

## **The Governing Body Discipline Committee**

1. Exclusions of less than 6 days – a meeting will be convened if parents request it
2. Exclusions between 6 and 15 days – the Clerk must organise a meeting between day 6 and day 15
3. Exclusions of over 15 days – the Clerk must organise a meeting between day 6 and day 15
4. Exclusions of more than 1 in a term with the total number of days exceeding 6 – a meeting must be organised