



Behaviour Policy

Approved by: Full Governing Body

Date: November 2024

Review: November 2025

Signed:

Chair: Mr. C. Harris

INTRODUCTION

At Reddal Hill we strive to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Behaviour is everyone's responsibility. ALL staff must follow the behaviour policy and ensure rewards, and sanctions are administered fairly and consistently.

At Reddal Hill, we believe that good discipline emanates from a stimulating and exciting curriculum, a caring and secure environment and fostering positive relationships between all pupils and staff and we strive hard to provide this. However, we also acknowledge the need for a behaviour policy in order to sustain a consistent approach from all the staff.

The aim of this policy is to have clear rewards and sanctions that both staff and pupils are aware of. If teachers and pupils know the next step, it is easier to implement them with as little disruption as possible.

We have devised a behaviour policy that concentrates on the positive with as few sanctions as possible. The policy has clear rules, rewards and sanctions that are easily implemented with little interruption to the lessons. We have therefore based our policy on the assertive discipline approach and the rules, rewards and sanctions are outlined below.

AIMS AND OBJECTIVES

- Agreed expectations are established and acted upon fairly and consistently.
- Good behaviour and effort are encouraged, rewarded and used as a model for others to follow.
- Care is taken of each other, our property and our school.
- Parents are involved in the process of promoting high standards of behaviour.
- Pupils know the consequences of negative behaviour.
- Pupils are encouraged to become self-disciplined and to be responsible for their own actions, in order to develop their confidence and independence.
- Poor behaviour is monitored, and appropriate strategies are applied.
- Parents are informed of school expectations, rewards and consequences, and are involved at an early stage when problems occur.

- Pupils are helped to understand that they have a responsibility for their own actions and that they affect others.
- Fair treatment for all is ensured regardless of age, gender, race, ability and disability.
- The efforts and contributions of all are valued.

THE ROLE OF PARENTS

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour. A positive partnership with parents is crucial to build trust and to develop a common approach to behaviour expectations and strategies for dealing with problems.

We expect parents to:

- Have good relations with the school;
- Support good behaviour;
- Ensure their children understand and value the meaning of good behaviour;
- Support school rules and sanctions;
- Comply with this policy;
- Sign the school's 'Home-School Agreement';
- Keep us informed of behaviour difficulties or trauma experienced at home, which may affect their child's behaviour at school.

We will also communicate concerns about behaviour to parents on a regular basis through a meeting or a phone call.

THE ROLE OF THE GOVERNING BODY

The Governing Body have the responsibility and regard for:

- The duty to set the framework of the school's policy on pupil discipline;
- Responsibility to ensure that the school complies with this policy;
- Responsibility to ensure the school complies with its legal duty to make reasonable adjustments for disabled children and pupils with SEN;
- Delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;

- Delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- The duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- Responsibility for ensuring that the school complies with all equality's legislation;
- The duty to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for ensuring this policy and all policies are maintained and updated regularly;
- Responsibility for ensuring all policies are made available to parents;
- The responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

THE ROLE OF THE HEADTEACHER AND THE ASSISTANT HEADTEACHERS

The Headteacher and the assistant headteachers will:

- Determine the detail of the standard of behaviour that is acceptable to the school;
- Ensure there is a stimulating and exciting curriculum that is accessible for all pupils
- Ensure all school personnel, pupils and parents are aware of and comply with this policy;
- Ensure all school personnel make reasonable adjustments for disabled children and pupils with SEN;
- Work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- Promote good behaviour by forging sound working relationships with everyone involved with the school;
- Encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- Ensure the health, safety and welfare of all children in the school;
- Work with the School Council on the development, approval, implementation and review of the school rules.
- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy;
- Annually report to the Governing Body on the success and development of this policy;
- Lead the development of this policy throughout the school;
- Provide guidance and support to all staff;
- Provide training for all staff on induction and when the need arises;

- Keep up to date with new developments and resources;
- Undertake classroom monitoring;
- Create and maintain links with parents;
- Work with external agencies;
- Review and monitor policy and procedures

THE ROLE OF STAFF

Staff will be expected to:

- Comply with all aspects of this policy;
- Encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently; (see rewards and consequences sections for more detail);
- Promote self-discipline amongst pupils;
- Deal appropriately with any unacceptable behaviour;
- Discuss pupil behaviour and discipline regularly with the Assistant Headteachers;
- Discuss concerns about behaviour to parents / carers on a regular basis;
- Provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- Attend periodic training on behaviour management;
- Ensure the health and safety of the pupils in their care;
- Identify problems that may arise and to offer solutions to the problem;
- Implement the school's equalities policy and schemes;
- Report and deal with all incidents of discrimination;
- Attend appropriate training sessions on equality;
- Report any concerns they have on any aspect of the school community.

THE ROLE OF PUPILS

Pupils will be expected to:

- Be aware of and comply with this policy;
- Be polite and well behaved at all times;
- Show consideration to others;
- Make suggestions about school behaviour via the School Council;

- Obey all health and safety regulations in all areas of the school;
- Make no unacceptable remarks against fellow pupils or school personnel;
- Co-sign and abide by the 'Home-School Agreement' where applicable;
- Listen carefully to all instructions given by the teacher;
- Ask for further help if they do not understand;
- Treat others, their work and equipment with respect;
- Talk to others without shouting and will use language which is neither abusive nor offensive;
- Support the 'Home-School Agreement' and guidance necessary to ensure the smooth running of the school;
- Take part in interviews, questionnaires and surveys.

BEHAVIOUR MANAGEMENT

Behaviour is tracked using Behaviour Record Sheets. Staff are expected to record negative behaviour that may occur in or out of the classroom. Mrs Rogers will monitor these on a weekly basis.

For those children whose behaviour requires a higher level of support, Reddal Hill Review Card is introduced and completed by teachers and / or pupils. These allow pupils to record their behaviour lesson by lesson. Once one has been introduced to a pupil, then parents are informed and regular communication will be maintained to discuss the child's progress. Reddal Hill Review Cards are short term and the expectation is that pupil's behaviour will become positive. For pupils who continue to require a Reddal Hill Review Card for more than 4 weeks, the school may need to draw upon specialist support and advice from external agencies, e.g. Inclusion Support (Educational Child Psychologists/Social, Emotional and Mental Health Specialist teacher), Sandwell Children's Trust, or referrals to a G.P who may make a referral to CAMHS. The Assistant Head Teacher, along with the Senior Management Team (SMT), will monitor Reddal Hill Review Card on a daily and weekly basis.

RULES

Each class has a displayed a set of clear and simple rules, which are shared and discussed with the children at the beginning of each term.

OUR SCHOOL RULES:

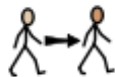


School Rules



To try to:

1



1. Follow instructions first time.

2



2. Choose your words and actions carefully.

3



3. Use kind hands and feet.

4



4. Show respect to everyone.

The rules are implemented in each class and reinforced by putting the onus of good behaviour onto the pupil. If pupils choose to comply, they are rewarded accordingly and each class displays the rewards for the pupils to see.

ZONE BOARD STRATEGY

<u>GOLD</u>	You're a super star today
Reddal Hill Reward Star (Stamp) *contact with parents (postcard, phone call or at the end of the day)	
<u>SILVER</u>	You're doing great today
Sticker	
<u>GREEN</u>	You're following our school rules
<u>BLUE</u>	Check your behaviour
Verbal discussion with the adult involved.	
<u>ORANGE</u>	Your behaviour is not acceptable
KSI – 1 minutes missed playtime LKS2 – 3 minutes missed playtime UKS2 - 5 minutes missed playtime	
<u>RED</u>	Your behaviour has continued to be unacceptable
KSI – 5 minutes missed playtime LKS - 10 minutes missed playtime UKS2 – all of playtime is missed	
RED SUPPORT CARD – Removal from the class	

Each classroom has a Zone Board. This board consists of six colours, which all have a specific reward or consequence. Every day, each pupil starts in the green zone. Where positive behaviours are shown, pupils move up the zone board to silver and then gold. If negative behaviour is shown, the pupils move down the zone board to blue, orange and then red. Each colour has clear definitions that are explained to the pupils and continuously referred to by the adult. Depending on where the pupil is, determines the reward or consequence. The table below explain this system and is shared with the pupils on a regular basis.

***Once the consequence has been completed the pupil can return to green for a fresh start.

REDDAL HILL REWARDS STARS STAMPS

If a pupil moves to the gold zone, they will be awarded with a Reddal Hill Reward Star (RHRS) Stamp. When a pupil has five stamps, they can trade them in for a prize, or save their stamps for bigger prizes. Reward Stars could also be given for outstanding pieces of work or exemplary behaviour.

REWARDS

Rewards have been devised for the whole school and are as follows.

- Stickers
- Certificates
- Move up Zone Board
- V.I.P (Very Important Person). When a pupil has shown exception behaviour they are chosen by their teacher as the VIP in their class for the week. This is awarded in an assembly where parents are invited to come and celebrate their child's achievement.
- Behaviour Champion events
- Verbal praise – when pupil reach or surpass the adult's expectations
- Visit Mrs. Bashir-Pugh (HT)
- Reddal Hill Reward Stars
- Postcards sent home
- Planet points (Dojos – This is an online programme where staff can reward pupils for positive behaviour).
- Informing parents – a message on ClassDojo/a letter home/phone call
- Opportunity to win pebbles for the whole class (winners receive additional playtime each week)

BEHAVIOUR CHAMPIONS

At Reddal Hill we believe that pupils who display consistently positive behaviour should be recognised and commended. We encourage all pupils to strive to become a behaviour champion.

Bronze Behaviour Champion

A pupil who shows consistent positive behaviours for a whole term will be deemed a Bronze Behaviour Champion. These pupils will receive a certificate during the end of term Praise Assembly, and they will also be rewarded with a one-hour additional playtime in the school playground.

Silver Behaviour Champion

A pupil who shows consistently positive behaviours across two terms will be deemed a Silver Behaviour Champion. These pupils will receive a certificate during the end of term Praise Assembly, and they will also have a reward of a half day trip to the local park.

Gold Behaviour Champion

A pupil who shows consistently positive behaviours across three terms will be a Gold Behaviour Champion. These pupils will receive a certificate during the end of term Praise Assembly, and they will also have a reward of an amazing day adventure trip.

Platinum Behaviour Champion

A Platinum Behaviour Champion, is a pupil who has been a Gold Behaviour Champion consistently throughout their key stage. Thus, if a pupil has been consistently Gold in Reception, Year 1 and Year 2, then at the of Year 2 they will be a Platinum Behaviour Champion. Likewise, if a pupil has been consistently Gold in Year 3, Year 4, Year 5 and Year 6, at the end of Year 6 they will be a Platinum Behaviour Champion.

CONSEQUENCES

At Reddal Hill, we consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions. We recognize that some pupils may need reasonable adjustments and this will be assessed on an individual basis.

Early Years – Pre-School and reception:

In our Early Years, most inappropriate behaviour is dealt with through talking about the behaviour with the children. Conflict is a normal part of any healthy relationship. Learning how to deal with conflict—rather than avoiding it—is crucial. At Reddal Hill, staff are skilled in handling conflicts in a respectful and positive way.

In reception, a child may spend a short period of time, between 1 minute and 5 minutes, to reflect on their behaviour. If a child continues to demonstrate persistent unacceptable behaviour we will continue to use the appropriate strategies and make a record of the incident. Details of the incident will be shared with parents.

A child who displays persistent unacceptable behaviour will be removed from the class to reflect on their actions with an Assistant Headteacher. If behaviors, such as extreme violence or persistent aggressive or disruptive behaviour, the Headteacher will be consulted and parents will be informed.

Key Stage 1 and 2:

The sanctions are hierarchical and have been written to go alongside the rewards.

1. Non-verbal warning
2. Verbal warning (non-confrontational/non-disruptive)
3. Pupil's name is moved down the zone board to orange. Teacher to record this on Behaviour Record Sheet. Pupils to miss following playtime:
 - KSI – 1 minute
 - Lower KS2 (years 3 and 4) – 3 minutes
 - Upper KS2 (years 5 and 6) – 5 minutes
4. Pupil's name is moved down the zone board to red. Pupil to be removed from the situation and spend 5 minutes on a time-out chair/table. Teacher to record this on Behaviour Record Sheet. (Appendix 1) Pupils to miss following playtime with the member of staff they misbehaved for:
 - KSI – 5 minutes
 - Lower KS2 (years 3 and 4) – 10 minutes
 - Upper KS2 (years 5 and 6) – all of playtime
5. If the pupil continues to display inappropriate behaviour then the 'red support card' will be sent to the Assistant Head teacher available, and the pupil will be removed from class for the rest of the session.

It is the responsibility of **ALL staff** to ensure that sanctions are carried out and even if a pupil reaches sanction 5 they must still miss their specified number of minutes playtime with the staff member who dealt with the behaviour.

If a pupil reaches sanction 3 or above a class teacher must inform parents the first time it happens. If a pupil reaches sanction 3 or above **three times or more in one week**, parents **must** be telephoned and invited in to a meeting with the class teacher to discuss the behaviour. This behaviour should be recorded and the outcome of the meeting must also be recorded. The pupil will be introduced to a Reddal Hill Review Card to promote positive changes in their behaviour.

REFLECTION ROOM

Even though we strongly promote a positive behaviour policy at Reddal Hill, we also agree that there should be consequences when significant negative behaviour occurs. Therefore, we have a Reflection room where pupils who have shown unwanted behaviours can sit and reflect on their actions. Reflection happens at break and lunch times daily. All staff are aware of the types of behaviour that require Reflection and the amount of days pupils will be required to attend. See below the agreed Reflection behaviour types and consequences.

Behaviour	Consequence - Loss of days in the playground
Fighting	5 days
Kicking	1 -3 days – depending on severity
Punching	1 -3 days – depending on severity
Swearing	1 -3 days – depending on severity
Threatening behaviour	1 day
Rudeness to staff	1 -3 days – depending on severity
Persistent refusal to follow instructions	1 day
Persistent ignoring of staff	1 day
Discriminative language – homophobic and racist comments	5 days
Leaving the classroom without permission	1 day
Damage to school property	1 -3 days – depending on severity
Stealing	1 day

Staff who have dealt with an incident resulting in a pupil attending Reflection must record this on the Reflection Room Record, which can be located on the Staff Share. The aim is for pupils is to not attend reflection again. The Assistant Head teacher, along with the SMT, will monitor behaviour and reflection room attendance on a weekly basis.

LUNCHTIMES

A member of the Senior Management Team will be on playground duty each day in KS2.

During **lunchtimes**, the following consequences will be used for all pupils. (With the exception of Pre-School children).

KSI:

1. Verbal warning.
2. 2 – 5 minutes time out with a lunchtime supervisor.
3. Stay with the lunchtime supervisor for the rest of the lunchtime. Class teachers and parents informed.

KS2:

1. Verbal warning.
2. 5 - 10 minutes time out with a lunchtime supervisor

3. Stay with the lunchtime supervisor for the rest of the lunchtime. Class teachers and parents informed.

These sanctions show clearly the consequences of unacceptable behaviour.

SEVERE BEHAVIOUR CLAUSE

At Reddal Hill, our first priority is to ensure the safety of all pupils and staff, and to restore a calm, effective learning environment. We feel it is important that staff across the school respond in a consistent, fair, and proportionate manner so that all pupils know with certainty that unacceptable behaviour will always be addressed.

At Reddal Hill, all staff use de-escalation techniques to help prevent further unacceptable behaviour to arise and reoccur.

If a pupil displays severe unacceptable behaviour, they will by-pass the class sanctions, e.g. the Zone Board, and a member of the SMT will be called. The pupil may then be removed from the class. When pupils are removed they will be taken to the Assistant Headteacher's office (or Headteacher's office, if unavailable). Pupils who have been removed will be encouraged to reflect on behaviour, as well as obtain a sense of calm and gain composure in order to be integrated back into their learning environment. Removal from class will be used sparingly, and the situation will always be managed sensitively. The pupil's parents will be informed and may be called into school to discuss how we can support their child further at Reddal Hill Primary School. Removal occurrences will be recorded and monitored consistently.

Reddal Hill has a positive behaviour management policy. Should a serious incident of behaviour arise each case will be treated individually. Severe incidents must be recorded and reported on CPOMMS (Online Recording Tool) by the member of staff who witnessed or dealt with the incident.

Severe disruption is likely to include:

- Bullying (See anti-bullying policy);
- Racist/homophobic behaviour – criteria sourced from Sandwell Local Authority;
- Derogatory name calling, insults, racist jokes and language, racist graffiti;
- Incitement of others to behave in a racist way;
- Racist comments in the course of discussions in formal and informal settings.];
- Ridicule of an individual for cultural or religious differences e.g., food, music;
- Refusal to co-operate with others because of race or ethnic origins;
- Repeated violence (any violent incident should be recorded);

- Repeated inappropriate language;
- Damage to property;
- Stealing;
- Threatening behaviour towards an adult;
- Any behaviours that constitute a health and safety risk to themselves or others; and
- Physical or verbal aggression towards other pupils or an adult.

School personnel can confiscate pupils' property. The property will be returned at the end of the day and parents will be informed where it is deemed necessary.

There are two sets of legal provisions, which enable school personnel to confiscate items from pupils:

1. The general power to discipline and to regulate the conduct of pupils which enable a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances (section 89 (1) of the Education and Inspections Act 2006). The law protects staff from liability, for damage to, or loss of, any confiscated items provided they have acted lawfully (section 94 of the Education and Inspections Act 2006). The legislation does not describe what must be done with the confiscated item. However, the school will endeavour to return the item to the pupil, or pupil's parent.

2. Power to search without consent for "prohibited items"

The Headteacher will hand over to the police any prohibited items found as a result of a search.

SMT may also discipline pupils in certain circumstances when a pupils' misbehaviour occurs outside of school for example a pupil is bullying another pupil. Teachers and the SMT may also discipline pupils for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity;
- Travelling to and from school;
- Wearing school uniform or in some other way identifiable as a pupil at the school;
- Where misbehaviour could have repercussions for the orderly running of the school;
- Poses a threat to another pupil or member of the public;
- Could adversely affect the reputation of the school; and
- In all cases of misbehaviour staff personnel can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member e.g. trip.

USE OF REASONABLE FORCE

School reserves the right to use reasonable force to help prevent a pupil from hurting themselves or others, from damaging property, from causing disorder, or in circumstances where a pupil is refusing to follow reasonable instructions made by an adult.

In the Department for Education guidance, the 'use of reasonable force' is now defined as:

- Reasonable force is using no more force than is needed;
- Control; Passive physical contact is standing between pupils or blocking a pupil's path.;
- Control; Active physical contact is leading a pupil by the arm out of a classroom.;
- Restraint is to hold back physically or to bring a pupil under control. This is only used in more extreme circumstances.

Where reasonable force may be used:

Safer Handling is a technique used to calm, de-escalate and divert attention in order to prevent hazardous behaviour this may also include physical intervention.

Trained staff in the following situations will use it to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming himself or herself through physical outburst.

Teachers and Learning Support Practitioner at Reddal Hill Primary are trained in Safer Handling. Any new members of staff will receive Safer Handling training as soon as it is reasonably possible.

The school does not require parental consent to use force, but staff will inform parents about serious incidents involving the use of force. An appropriate record of the incident will be made within school.

FIXED OR PERMANENT EXCLUSIONS

Only the Headteacher (or the Assistant Head teachers in her absence) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. A fixed-term exclusion can be converted into a permanent exclusion if circumstances warrant this.

If the Headteacher excludes a pupil, she informs the parents / carers immediately, giving reasons for the exclusion. At the same time the Headteacher makes it clear to the parents / carers that they can, if they wish, appeal against the decision to the governing body. The school will inform parents / carers how to make such an appeal.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion unless there is reasonable justification for this. You may receive a penalty notice from the local authority if your child is present in a public place during school hours on the dates when your child is excluded.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term. It is good practice to inform the LA of fixed-term exclusions of 1 - 4 days also. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

At Reddal Hill, exclusion proceedings will be put into place if a pupil's behaviour is extreme or does not show improvement. Guidance from

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

On return to Reddal Hill, the pupil is always welcomed back by the Headteacher and /or the Assistant Headteachers and a reintegration meeting is held. During this meeting, there will be a targeted discussion with the pupil, which will include an explanation of what the pupil did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologize to the relevant person, if appropriate.

At Reddal Hill, exclusions are likely to be triggered by behaviours such as:

- Violence to a teacher or other adult working with children;
- Violence to other children;
- Health and safety issues to pupil involved and/or other pupils;

- Repetition of inappropriate behaviour or severe disruption;
- Gross defiance to all adults within school including refusing to co-operate with senior staff, Assistant Head teachers or Head teacher; and
- If the behaviour continues, the school may liaise with Sandwell LA.

RISK ASSESSMENT

When a difficult situation arises, staff will instinctively make what has been described as a 'dynamic risk assessment'. Staff personnel will mentally assess the dynamics of a high-risk situation and what action needs to be taken to reduce the danger to those individuals at risk. The safety and wellbeing of the pupil and others is paramount. School personnel will be asked to reflect and record their thought processes once the situation has been resolved.

BEHAVIOUR OUTSIDE OF SCHOOL PREMISES

We feel that all pupils that attend Reddal Hill Primary School are a member of the Reddal Hill family and community. We expect that our pupils should show positive behaviours in school, as well as outside of the school premises. Any unacceptable behaviour outside of the school premises (including online), that is witnessed by a member of staff, or reported to the school, may lead to an appropriate sanction. This will be decided by the Headteacher.

EQUAL OPPORTUNITIES

This policy adheres to the Equality Act 2010.

SAFEGUARDING

All school personnel should consider whether the behaviour under review gives cause to suspect that a pupil is suffering or likely to suffer, significant harm. This may be the case in certain cultures where family discipline is more likely to be harsh. Where this may be the case, school personnel will follow the school's Safeguarding and Child Protection policy. School personnel will also consider whether disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

MONITORING AND REVIEW

The Headteacher monitors the effectiveness of this policy on a regular basis and reports on the effectiveness of the policy to the governing body, making recommendations for improvement if necessary.

The Headteacher keeps a record of any pupil who is excluded for a fixed term or who is permanently excluded. The governing body will monitor the rate of exclusions and ensure the school policy is administered fairly and consistently.

This policy is reviewed every year. However, if new regulations are introduced or recommendations on how the policy might be improved are received, then the policy may be reviewed earlier.



Behaviour Record Sheet

Class

Date and Time	3. NAME Orange – KSI – 1 minute loss of playtime LKS2 - 3 minutes loss of playtime UKS2 – 5 minutes loss of playtime	4. Red – KSI – 5 minutes loss of playtime LKS2 - 10 minutes loss of playtime UKS2 – Loss of all playtime	5. Red Support Card Removal from class by AHT/HT	Reason Staff member