Behaviour Policy

Approved by:	Full Governing Body
Date:	November 2026
Review:	November 2027
Signed:	Chairs: Mr. P Wears and Mrs. S Kosar

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.

To ensure that all pupils develop a good understanding of our behaviour policy and our behaviour expectations, we have developed a Behaviour Curriculum (see appendix 1). Class teachers use the Behaviour Curriculum to teach behaviour expectations at Reddal Hill.

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 school informed of any social, emotional or behavioural needs 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 SEND;
- 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 unsafe and/or disruptive 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 will demonstrate sustained positive behaviour. 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:



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

Each classroom uses a zone board to help everyone recognise and celebrate positive choices and behaviours throughout the day, The board consists of six colours. Pupils can move up or down depending on their actions and attitudes. Only the gold, silver and green zones are displayed. These zones focus on recognising effort, kindness and achievement – encouraging pupils to aim high and take pride in their progress. Blue, orange and red are used privately by staff to help guide and support pupils when needed, ensuring everyone has the chance to learn from their choices in a positive and respectful way.

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. The table above explains 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.

GOLD **You're a super star today** Reddal Hill Reward Star (Stamp) *contact with parents (postcard, phone call or at the end of the day)
SILVER **You're doing great today** Sticker
GREEN You're following our school rules
BLUE **Check your behaviour** Verbal discussion with the adult involved.
ORANGE **Your behaviour is not acceptable** KS1 – 1 minutes missed playtime LKS2 – 3 minutes missed playtime UKS2 - 5 minutes missed playtime
RED **Your behaviour has continued to be unsafe and/or disruptive** KS1 – 5 minutes missed playtime LKS - 10 minutes missed playtime UKS2 – all of playtime is missed
RED SUPPORT CARD – Removal from the class

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 Class Dojo/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 end 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 unsafe and/or disruptive, 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, reflecting on their behaviour. If a child continues to demonstrate persistent unsafe and/or disruptive 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 unsafe and/or disruptive 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:
    - KS1 – 1 minute
    - Lower KS2 (years 3 and 4) – 3 minutes
    - Upper KS2 (years 5 and 6) – 5 minutes
4. Pupils name is moved down the zone board to red. Pupil to be removed from the situation and spend 5 minutes reflecting on their behaviour.

5. . Teacher to record this on Behaviour Record Sheet. (Appendix 2) Pupils to miss following playtime with the member of staff they misbehaved for:
    - KS1 – 5 minutes
    - Lower KS2 (years 3 and 4) – 10 minutes
    - Upper KS2 (years 5 and 6) – all of playtime
6. 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 minute's 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
Discriminative language – homophobic and racist comments	5 days
Verbal and/or Aggressive behaviour (including swearing)	1 -3 days – depending on severity
Threatening behaviour included in aggressive behaviour	1 day
Persistent low-level disruption – HR to give examples	1 day

Rudeness to staff	1 -3 days – depending on severity
Persistent refusal/ignoring to follow instructions	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

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

KS1:

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 unsafe and/or disruptive behaviour.

OPAL (Outdoor Play and Learning)

OPAL is an integral part of our behaviour curriculum and supports the development of positive behaviour, independence, resilience and social skills. Through high-quality play opportunities, pupils learn to cooperate, negotiate, solve problems, manage risks and build positive relationships with others. OPAL promotes the school's values by providing an inclusive environment where children can practise self-regulation, demonstrate respect and take responsibility for their actions. By engaging in meaningful play, pupils develop the social and emotional skills needed both in the playground and the classroom, contributing to a calm, safe and purposeful school environment. Expectations for behaviour during OPAL sessions remain consistent with

those outlined in this Behaviour Policy, ensuring that high standards are maintained across all areas of school life.

SEVERE BEHAVIOUR CLAUSE

At Reddal Hill, our 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 unsafe and/or disruptive behaviour will always be addressed.

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

If a pupil displays severe unsafe and/or disruptive 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 CPOMS (Online Recording Tool) by the member of staff who witnessed or dealt with the incident.

Incidents involving bullying, child-on-child abuse, discriminatory behaviour, sexual harassment or sexual violence will be managed in line with this Behaviour Policy, the Safeguarding and Child Protection Policy and any relevant statutory guidance.

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 RESTRICTIVE INTERVENTIONS

School reserves the right to use restrictive interventions to help prevent a pupil from hurting themselves or others, from damaging property or from causing disorder.

In the Department for Education guidance 'Restrictive interventions including use of reasonable force in school 2026', states rrestrictive intervention means to 'prevent, restrict, or subdue movement of the body, or part of the body, of a pupil.' The 'use of reasonable force' is a term used in legislation which includes physical restrictive interventions.

All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

- 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.

At Reddal Hill our first point of engagement is to use Safer Handling techniques to calm, de-escalate and divert attention in order to prevent hazardous behaviour this may also include physical intervention. All our classrooms are provided with resources such as calming caddies/ emotion coaching strategies, to help calm, de-escalate and re-direct attention. The use of reasonable force will always be a last resort and will only be used when other strategies have been unsuccessful or when immediate action is required to ensure safety.

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

All members of school staff have a legal power to use reasonable force in certain circumstances.
To prevent or stop a pupil from:

- Causing injury to themselves or others.
- Committing a criminal offence.
- Damaging property.
- Causing disorder among pupils at the school, whether during a teaching session or otherwise.

Any intervention will be necessary, proportionate and applied for the shortest possible time. Force will never be used as a punishment or as a method of enforcing compliance with instructions. Pupils will not be restrained in any way that impacts their airway, breathing, or circulation

Reddal Hill prioritises prevention and de-escalation strategies to reduce the need for restrictive interventions. Staff are encouraged to use positive behaviour management approaches, clear communication, and conflict-resolution techniques to manage challenging behaviour. Where appropriate, an Individual Risk Assessment

and Behaviour Support Plan will be developed for pupils who are at greater risk of requiring physical intervention.

Whenever a restrictive intervention is used, the incident will be recorded (using CPOMS) and reviewed. Records will include details such as the date, time, location, staff and pupils involved, the reason for the intervention, and the outcome. Parents or carers will be informed on the day of significant incidents involving the use of reasonable force.

Following any incident, the school will conduct follow-up conversation(s) to support reflection, promote learning, and safeguard the wellbeing of both pupils and staff. These discussions form part of the wider debriefing process and should seek to understand what occurred and why, drawing on the separate reflections of all individuals involved. The purpose is also to repair and strengthen relationships through constructive dialogue.

Where possible, the follow-up process will be facilitated by a member of staff who was not directly involved in the incident. The presence of an additional impartial adult may further support fairness, transparency, and emotional safety for all parties.

The school leadership team will evaluate incidents regularly to ensure that practice remains safe, appropriate and consistent with safeguarding and behaviour policies. This is to identify repeat patterns, evaluate the effectiveness of support measures and detect any disproportionate use of interventions regarding pupils with protected characteristics or SEND.

By implementing this approach, the school contributes to a culture of continuous improvement, restorative practice, and positive relationship building.

The school does not require parental consent to use force, but staff will inform parents about serious incidents involving the use of force.

Seclusion

Seclusion refers to a non-disciplinary safety measure in which a pupil is confined to a space away from others and prevented from leaving, used only to protect the pupil or others from immediate harm when the pupil is experiencing significant emotional or behavioural dysregulation. In such circumstances, the behaviour is not intentional or wilful.

Seclusion will never be used as a threat or form of punishment, nor implemented to enforce compliance. Where seclusion is deemed necessary as an emergency safety intervention:

- The space used will be safe, appropriate, and not experienced as threatening or intimidating by the pupil.
- The pupil will be continuously supervised throughout the period of seclusion.
- Seclusion will last only as long as the immediate risk of harm persists; once that risk has reduced, the pupil will be allowed to leave.

Any incident involving seclusion will be recorded and reported in line with the school's procedures.

Pupils with SEND:

At Reddal Hill we recognise that some pupils may require additional support to meet behavioural expectations due to special educational needs and disabilities (SEND), social, emotional and mental health (SEMH) needs, communication difficulties, medical needs or other identified vulnerabilities. Where appropriate, we will implement reasonable adjustments, personalised support strategies and targeted interventions to enable pupils to be successful. For some pupils, individual risk assessments and behaviour support plans may be used to identify potential triggers, outline preventative strategies and ensure that appropriate support is in place to maintain the safety and wellbeing of all pupils and staff. Whilst reasonable adjustments may be necessary, Reddal Hill maintains high expectations for all pupils and works collaboratively with families and external agencies to support positive outcomes.

At Reddal Hill we understand that some children and young people with Special Educational Needs and Disabilities (SEND) may respond to distressing, confusing, or overwhelming situations with behaviours that could place themselves or others at risk of harm.

Reddal Hill will always take proactive steps to understand the underlying causes and triggers of behaviour, ensuring that support is preventative, personalised, and rooted in an inclusive school culture. This includes recognising how the school environment, routines, or expectations may be experienced differently by pupils with SEND and identifying opportunities to reduce distress wherever possible.

Staff who know pupils well will be involved in identifying individual risk factors, recognising early signs of escalating distress, and advising on proactive and preventative strategies. Staff will work collaboratively with the pupil, their parents or carers, and relevant professionals to develop supportive approaches that minimise the likelihood of behaviours that may lead to restrictive interventions.

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 from 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 the Department for Education Suspension and Permanent Exclusion Guidance.

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 behaviour such as:

- Violence to a teacher or other adult working with children.
- Violence to other children.
- Health and safety issues to pupils 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 unsafe and/or disruptive 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 mate education 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.

Appendix 1

Reddal Hill Primary School's Behaviour Curriculum 'The Reddal Hill Way'

GLEE

Growing Learning Enjoying Excellence

Our Vision:

At Reddal Hill our Behaviour Curriculum is rooted in a clear, shared vision: to create a nurturing, aspirational environment where positive behaviour is taught, modelled, and celebrated. We believe that behaviour is not simply managed, it is learned, shaped, and reinforced through consistent adult guidance and a supportive school culture.

We aim to **develop the whole child**, equipping pupils with the **character, independence, and values** they need to succeed not just academically, but socially and emotionally.

The Three R's at Reddal Hill:

Be Ready	Be Respectful	Be Reliable
- Say good morning /afternoon to adults - Respect others right to learn - Follow adult instruction - Aiming to be the best you can be **STAR LEARNERS** S – Sitting or standing up straight T – Tracking the teacher A – Attention at all times R – Respect towards others	- Say please and thank you - Hold door open for others - Talk kindly to each other - Respect school property by looking after it - Use a calm and polite tone of voice - Value difference	Sitting sensibly in the classroom Walking tall through the corridors Playing games that do no become too physical Using a calm and respectful tone when we communicate.

Teaching the Curriculum: All year groups

Autumn	Spring	Summer
Curriculum content to be covered in depth in Autumn Term and revisited throughout the year Our Three Rs Know that there are three behaviour expectations in school. These are to be ready, be respectful, be reliable		
• Explicit teaching of the full curriculum content – The Reddal Hill Way' • Teaching of ELLI values • Teaching the Three R's at Reddal including STAR behaviour	• Revision of Routines, Expectations and Values • Lunchtime Focus • Teachers to recap as necessary. • SMT to identify and areas for development.	• Revision of Routines & Expectations • Teachers to recap as necessary. • SMT to identify and areas for development.

Introduction

At Reddal Hill Primary, we nurture children's character through a carefully designed behaviour curriculum. To support this, we clearly define the behaviours and habits we expect all pupils to demonstrate. Our aim is to guide children to grow into respectful, polite, and considerate individuals who show gratitude and care for others. We believe that, through regular practice, these behaviours become embedded routines, shaping both pupils' self-perception and the way they are viewed by others.

The curriculum is taught explicitly during the first week in autumn alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the 'Reddal Hill Way' curriculum is revisited with pupils and will continue to be reinforced throughout the year.
It is essential that all staff know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimized environment and where teachers are free to teach unimpeded.

Adaptations

While this curriculum is intended for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be always applied when teaching the behaviour curriculum.

Moving Around School

- Know that we walk around school using 'Walking Tall'.
- Know that we use Walking Tall to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.
- Know that Walking Tall means: –

- Facing forwards
- Walking quietly
- At a steady pace and in a straight line.

- Hands by your side, shoulders up.

Classroom Routines

- Know that we all use fantastic listening to ensure everybody can learn without distractions.
- Know that we use fantastic listening in class and assemblies.
- Know that fantastic listening means:
  - Face forwards
  - Hands together
  - Always sit up straight
  - Never interrupt
  - Track the speaker
- Know that we use fantastic sitting in class and in assemblies.
    - When sitting on the floor it looks like this: (IMAGE-CIP)
    - When sitting at the table it looks like this: (IMAGE- CIP)
- Know that we use fantastic people skills everywhere in school
- Know that we use fantastic people skills all day long and in our local community.
- Know that you should always say 'please' when you are asking for something.
- Know you should always say 'thank you' when you receive something or someone does something nice for you.
- Know that you should say 'Good Morning/afternoon' to adults/children if spoken to.
- Know that you should let any waiting adults/children go through a doorway before walking through yourself.
- Know that it is polite to give eye contact to the person you are communicating with if you can.
- Know that we respect other people's personal space

In the classroom:

Know how we line up sensibly.

- Know that you should line up without leaning against the walls while moving around school.
- Know the routine for entering the classroom and getting ready to work.

- Know where you sit in class during lessons (including 'carpet places')
- Know the routine for handing out and collecting exercise books in the classroom.
- Know where to put your coat in the classroom.
- Know that you need to get equipment ready for the lesson and to look after it.
- Know that you should be ready to learn when the lesson starts.
- Know that it is important to speak loudly and clearly in class when sharing answers so that everyone can hear.
- Know that while you are receiving direct instruction, we use a no hands up/cold call approach to answering questions.
- Know that when you want help from an adult you raise your hand and wait quietly unless the teacher has indicated otherwise.
- Know that verbal answers should usually be given in full sentences e.g. Who was Christopher Columbus? He was a famous explorer.
- Know that we all make visitors feel welcome and that class prefects specifically welcome them into the classroom.

Completing work in books:

- Know how to set out work in books (consistently modelled by the teacher using the visualizer/flip chart).
- Know that each piece of work needs a date and title.
- Know that you must use 'one square, one digit' when writing in maths books.
- Know how to underline titles using a ruler.
- Know how to correct mistakes by drawing a straight line through your work.

At Playtime:

- Know that you must walk from your classroom to the playground using 'Fantastic Walking'.
- Know that you must play safely without hurting anyone.
- Know that we do not 'play fight' because we may hurt someone by accident.
- Know that you must be kind, by including people in your games and sharing equipment.
- Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.

- Know that, when called, you must line up in your line.
- Know that all rubbish goes into a bin.

At Lunchtime

- Know where you line up for lunchtime when you are called.
- Know that you should use a quiet voice in the dinner hall.
- Know that you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1)
- Know that you should try and finish what you are eating before leaving your seat.
- Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to midday supervisors.
- Know that you should not talk with your mouth full.
- Know that if you feel that you are in the yellow zone that you need to go to chill and chat or rainbows.

End of day routine:

- Know that you collect your belongings and then wait until your name is called to line up.
- Know that you must not go home until the teacher has checked that the correct adult is picking you up and your name is called.
- Know that these procedures are put in place to keep all children safe at home time.

Outside school in our local community:

- Know that when you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully.
- Know that you should be considerate of other people arriving and leaving school.
- Know that being considerate means thinking about other people's needs, wishes and feelings.
- Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice (not shouting).

School Uniform:

Know that school uniform consists of –

- Grey trousers, grey skirt, white or blue polo shirt, royal blue cardigan or jumper and black shoes.

- Grey shorts can be worn in the warmer weather as can blue and white check dresses.
- Headscarves should be white, blue or black.
- Know that all shirts must be tucked in.
- Know that long hair must be tied back.

Jewelry

- Know that, on health and safety grounds, we do not allow pupils to wear jewelry in school except for earring studs in pierced ears, small objects of religious significance and for KS2 children, a watch.
- Know that, for PE, pupils must wear black shorts or black tracksuit bottoms, white T-shirts, trainers/pumps for outside. A sweatshirt can also be worn in colder months.
- No jewelry on PE days.

Attendance and Punctuality

• Know that you must try to attend school every day.
• Know that you must try to arrive at school on time every day for 8:30am.
• Know that attending school on time every day is important so that you don't miss important learning.

After school behaviour/extra curricula

• Know that you follow the 'Three R's at Reddal' in after school activities in exactly the same way you do all day long.

Appendix 2

Behaviour Record Sheet

Class .....

Date and time	3. NAME Orange – KS1 – 1 minute loss of playtime LKS2 - 3 minutes loss of playtime UKS2 – 5 minutes loss of playtime	4. Red – KS1 – 5 minutes loss of playtime LKS2 - 10 minutes loss of playtime UKS2 – Loss of all playtimes	5. Red Support Card Removal from class by AHT/HT	Reason Staff member